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ABSTRACT

A statewide survey was made to provide current data on the status, nature, content, and scope of Adult Vocational Education (AVE) in Illinois. In addition, the study staff identified some exemplary program elements from which an AVE model program was synthesized. Survey data were collected from interviews with State personnel and from questionnaires completed by secondary school and junior college administrators, instructors, and students at 15 secondary and eight postsecondary schools. School AVE enrollment, instructional, and funding statistical data are reported in tables, figures, and narrative. In general AVE was evaluated as a successful learning experience by all of the participants. However, the student questionnaires rated AVE significantly lower than either the administrators or instructors. Contrary to State planners' previous assumptions, findings indicated that the junior college commitment to and involvement in AVE is significantly lower than that of the secondary school, due to lower reimbursement for noncredit courses. The flexible scheduling of AVE is acceptable but lack of adequate student personnel services weakens the program improvement based on the data collection. A list of documents used in the data analysis and the questionnaire used in the survey are appended. (MF)

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STATE-WIDE SURVEY of ADULT VOCATIONAL EDUCATIONAL PROGRAMS AND SERVICES

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FINAL REPORT

STATE-WIDE SURVEY
OF
ADULT VOCATIONAL EDUCATION
PROGRAMS & SERVICES
(Secondary and Post-Secondary Levels)

Research & Development Unit
Project Number RDC-A3-144

Prepared by
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The Research reported herein was performed pursuant to a contract with the State of Illinois, Board of Vocational Education and Rehabilitation, Division of Vocational and Technical Education, Research and Development Unit. Contractors undertaking projects under such sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Board of Vocational Education and Rehabilitation position or policy.

STATE OF ILLINOIS
BOARD OF VOCATIONAL EDUCATION AND REHABILITATION
DIVISION OF VOCATIONAL AND TECHNICAL EDUCATION
RESEARCH AND DEVELOPMENT UNIT

VT 102 928

DEFINITION

Adult Vocational Education Courses

"Courses which provide non-credit vocational education experiences to people who are not full-time students."

NOTE: The survey staff synthesized this definition from numerous interviews with Adult Vocational Education personnel and DVTE staff. The important elements are:

1. non-credit courses (and)
2. vocational basis (and)
3. NOT full-time study.

CREDITS

This Final Report presents the results of a state-wide survey conducted by SRC (Success Research Consultants) of Tinley Park, Illinois, and funded by the Research and Development Unit, Division of Vocational and Technical Education (DVTE), Board of Vocational Education and Rehabilitation.

The Project Staff is grateful to Dr. Sherwood Dees, DVTE Director, for his encouragement and support of the survey.

Dr. Ronald McCage, Coordinator, Mr. Garth Yeager, and Mr. John Washburn, Consultants of DVTE's Research and Development Unit provided guidance, assistance and support to the Project Staff from project conception to submittal of this Final Report.

A total of twenty-two Illinois high schools and junior colleges contributed time and effort in the data collection design and data acquisition. The Project Staff is grateful for their support.

Appreciation is also expressed to the instructors and students who took time in their classrooms to provide data for this survey.

There were literally dozens of others who offered assistance and support to this survey. To all those a heart-felt, "Thank you".

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SECTION I

PURPOSE

GENERAL

Prior to 1968, Adult Vocational Education (AVE) in Illinois was performed by the secondary schools. In 1968, the legislature provided for junior college involvement by authorizing reimbursement for approved AVE courses from the Division of Vocational and Technical Education.

Since that time, the junior colleges have had license to provide non-credit vocational experiences to adults who were not full-time students.

As of January, 1973, little state-wide data on AVE was available for state planners. This survey was initiated to:

1. Provide current data on the status, nature, content, and scope of AVE across the state.
2. Provide comparative data to exhibit the differences between secondary (high school) AVE and post-secondary (junior college) AVE.
3. Exploration to gain insight for improving and expanding AVE offerings and program composition at both secondary and post-secondary level.

OBJECTIVES

The objectives undertaken and met by the survey include:

1. Identify existing secondary and post-secondary adult vocational education programs reimbursed by the Illinois DVTE.

2. Determine and document the types of programs and services provided for adult-entry-level training.

3. Determine and document the procedures and techniques used in adult-worker placement.

4. Identify and document problems, problem-types, and critical factors effecting enrollee success.

In addition, the study staff was to attempt to identify exemplary-program elements and, using the exemplary parts, synthesize an AVE Model.

ORGANIZATION OF FINAL REPORT

This report is organized to answer the following questions:

QUESTION	SECTION	TITLE
1. Why was the survey done?	I	PURPOSE
2. What was planned?	II	SURVEY DESIGN
3. What was done and how?	III	METHODOLOGY
4. What new data was generated?	IV	DATA REDUCTION RESULTS
5. What conclusions were reached?	V	CONCLUSIONS
6. What elements are in a Model AVE Program?	VI	MODEL PROGRAM
7. What recommendations can be made to improve AVE in Illinois?	VII	RECOMMENDATIONS

SECTION II

SURVEY DESIGN

GENERAL

This section of the Report discusses the survey plan and the design criteria. It contains five parts, which are:

- General
- Types of Data to be Collected
- Sample Definition
- Instrument Design
- Proposed End Items

TYPES OF DATA TO BE COLLECTED

This survey was designed to collect data of three major types. They include:

1. Data used for the survey design
2. Pre-existing data
3. Data acquired through on-site visitations.

Table II-1 presents a list of these major sources.

INPUT FOR SURVEY DESIGN

Before the survey plan was completed, information about activities, services, reimbursement procedures, administrative concerns, teaching methods and many other areas was gathered. Experts in AVE (Adult Vocational Education) provided this information. See Table II-1, page II-2 for list of experts.

Table II-1.
MAJOR DATA SOURCES

1.	Input for Survey Design. Interviews with: a. DVTE Staff (10) b. Jr. College Board Staff (1) c. School AVE Administrators (4) d. AVE Instructors (4) e. Students (49) 2 classes each at Secondary and Post-Secondary Level
2.	Pre-Existing AVE Data a. 1972 AVE Reimbursement Printout b. DVTE Annual Reports (1965 to 1971) (also see Appendix for complete list)
3.	Acquired Survey Data (On-site Evaluation) a. Interviews with AVE Administrators b. Questionnaires from: (1) Jr. College AVE Administrators (2) High School AVE Administrators (3) Jr. College AVE Instructors (4) High School AVE Instructors (5) Jr. College AVE Students (6) High School AVE Students

PRE-EXISTING AVE DATA

The survey plan included a provision for acquiring all existing organizational data, planning data, financial and enrollment data, results of previous research, results of previous evaluations, brochures, reports, articles, standards, memos, and computer printouts.

SURVEY DATA ACQUIRED BY ON-SITE VISITATION

The survey plan included a provision for 10 to 20 on-site visitations to be conducted at secondary and post-secondary level. Data was to be gathered by personal interview and by non-personal response questionnaire.

As shown in Table II-1, the following types of people completed the questionnaire:

1. Administrators
2. Instructors
3. Students

SAMPLE DEFINITION

This part of the report defines or presents the data collected and processed for the survey.

PRE-EXISTING DATA

The pre-existing data reviewed and/or used for the survey is listed in Appendix A. Note the various organizational sources and the various data types. The survey staff reviewed 100% of this data.

ON-SITE VISITATION DATA

Philosophy

The survey plan contained site-selection criteria and comprehensive personnel-level sampling.

Site-Selection Criteria

The following criteria was considered in site-selection:

1. Secondary vs Post-Secondary Coverage
2. Geographical Spread (regional distribution)
3. Rural vs Urban Coverage
4. Ethnic Mix (staff and enrollees)
5. Institution Size
6. Programs offered in terms of students and money expended

Table II-2 lists the institutions selected for visitations.

Figures II-2 and II-3 show the locations of the selected institutions.

Personnel-Level Sampling

The design called for a sample which included all personnel levels; Administrator, Instructor, and Student. Figure II-1 below shows the relationship of the sample to the total personnel universe.

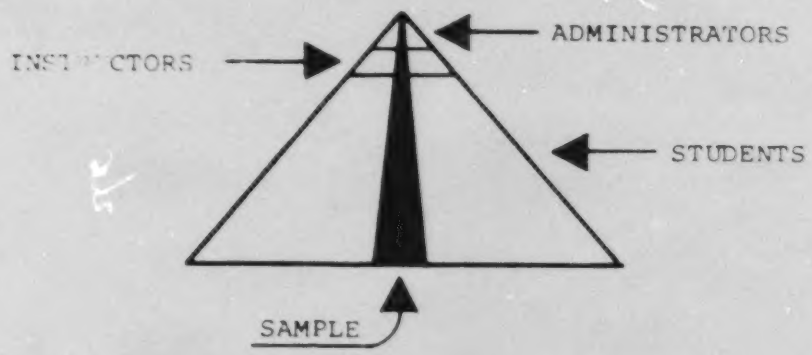

Figure II-1. Personnel Sample

Table II-2

VISITATION SITES

POST-SECONDARY SCHOOLS	SECONDARY SCHOOLS
Chicago Loop Chicago, Illinois 60601	Chicago Vocational Chicago, Illinois 60617
Chicago Southwest Chicago, Illinois 60652	Joliet Joliet, Illinois 60432
Freeport-Highland Freeport, Illinois 61032	Palatine Palatine, Illinois 60067
Springfield-Lincoln Community College Springfield, Illinois 62703	Rockford Rockford, Illinois 61101
Mattoon-Lakeland Community College Mattoon, Illinois 61938	Walnut Walnut, Illinois 61376
Belleville Belleville, Illinois 62221	Galena Galena, Illinois 61036
Ullin Ullin, Illinois 62992	Springfield Springfield, Illinois 62704
Thornton Community College South Holland, Illinois 60473	Pittsfield Pittsfield, Illinois 62363
	Peoria Peoria, Illinois 61603
	Roberts Roberts, Illinois 60962
	Marshall Marshall, Illinois 62441
	Alton Alton, Illinois 62002
	Hillsboro Hillsboro, Illinois 62049
	West Frankfort West Frankfort, Illinois 62896
	Joppa Joppa, Illinois 62953

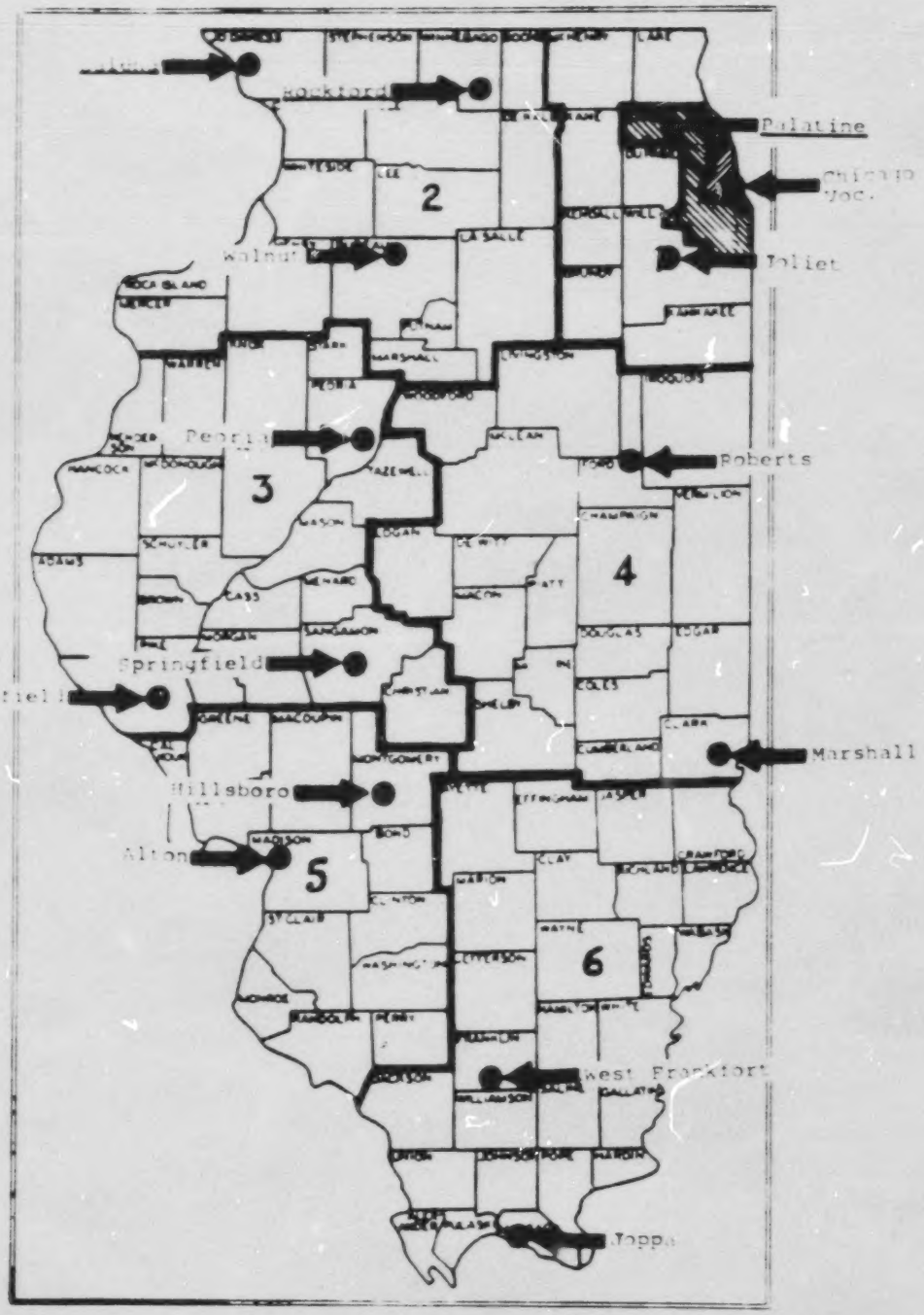

Figure II-2. - Secondary Visitation Sites

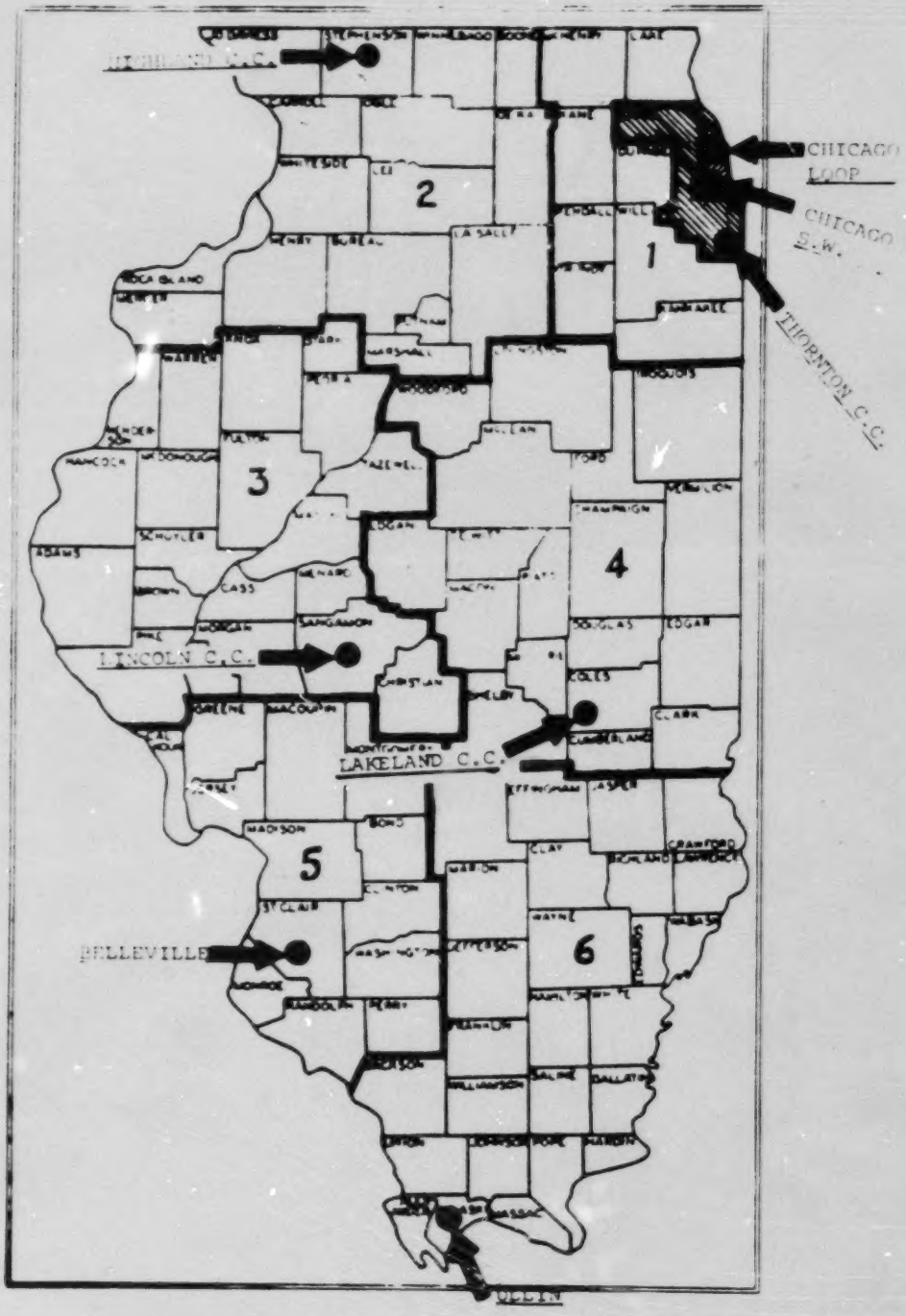

Figure II-3. Post-Secondary Visitation Sites

Data to be Gathered

In general terms, the on-site visitations were to identify services and program data, acquire student and instructor profiles, uncover major problems and concerns, and identify exemplary elements (if any).

Table II-3 presents the specific types of data gathered during the site visits. Note that data was provided by personnel types across school types (secondary and post-secondary: DVTE participants and non-participants).

INSTRUMENT DESIGN

The instruments were designed to collect the data shown on Table II-3. The instruments included:

1. Form for administrator interviews
2. Questionnaire for AVE administrators whose institution applied for AVE funds from DVTE in FY '72
3. Questionnaire for AVE administrators whose institution did NOT apply for AVE funds from DVTE in FY '72
4. Questionnaire for instructors (secondary and post-secondary)
5. Questionnaire for AVE students attending a secondary (high) school
6. Questionnaire for AVE students attending a post-secondary (junior college) school

The questionnaires are reproduced in Appendix B.

Table II-3
Data Matrix

(Data to be Gathered on On-Site Visitations)

	SCHOOL TYPE		
	SECONDARY	POST SEC. (PART)	POST SEC. (NON-PART)
ADMINISTRATOR INTERVIEW	• Enrollment Procedures • Outreach Programs • Counseling Services • Placement Services • Course Content Design • Instructor Selection • Success Factors • Failure Factors • Quality Control • Basis for Reimbursement • Recommendations	• Enrollment Procedures • Outreach Programs • Counseling Services • Placement Services • Course Content Design • Instructor Selection • Success Factors • Failure Factors • Quality Control • Basis for Reimbursement • Recommendations	INSTRUMENT NOT ADMINISTERED

ADMINISTRATOR QUESTIONNAIRE	• Definition of AVE
	• Basis for Reimbursement
	• Problems with DVTE Staff
	• Services Offered
	  • Outreach
	  • Counseling
	  • Testing
	  • Job Placement
	  • Follow-up
	• Content & Relevance
	  • Course Decision
	  • Quality Control
	  • Improvements Needed
		• Definition of AVE
		• Basis for Reimbursement
		• Problems with DVTE Staff
		• Services Offered
		  • Outreach
		  • Counseling
		  • Testing
		  • Job Placement
		  • Follow-up
		• Content & Relevance
		  • Course Decision
		  • Quality Control
		  • Improvements Needed
			• Definition of AVE
			• Involvement in AVE
			• Problems with DVTE Staff
			• Why they did not apply?
			• Problems with funding
			• Use of "equivalent-credit" basis

INSTRUCTOR QUESTIONNAIRE	• Profile • Course Information • Teaching Techniques • Placement • Success Factors • Failure Factors • Added DVTE Support	• Profile • Course Information • Teaching Techniques • Placement • Success Factors • Failure Factors • Added DVTE Support	INSTRUMENT NOT ADMINISTERED

STUDENT QUESTIONNAIRE	• Profile
	• Support Services
	  • Advertising
	  • Catalogs
	  • General Counseling
	  • Voc. Counseling
	  • Testing
	  • Placement
	• Training Program
	  • Organization
	  • Course Length
	  • Scheduling
	  • Lectures
	  • Class Activities
	  • Films/Visuals
	  • Skills Training
	  • Experienced Instructor
	  • Applicability to Work
	  • Facilities, Equipment & Supplies
		• Profile
		• Support Services
		  • Advertising
		  • Catalogs
		  • General Counseling
		  • Voc. Counseling
		  • Testing
		  • Placement
		• Training Program
		  • Organization
		  • Course Length
		  • Scheduling
		  • Lectures
		  • Class Activities
		  • Films/Visuals
		  • Skills Training
		  • Experienced Instructor
		  • Applicability to Work
		  • Facilities, Equipment & Supplies
			INSTRUMENT NOT ADMINISTERED

PROPOSED END ITEMS

The survey proposal provided for the production of the following items:

1. List of secondary and post-secondary AVE programs funded by DVTE in FY '72.
2. Analysis of types of programs and student services provided.
3. List of problems and problem types.
4. List of critical factors effecting success/ failures.
5. A Model AVE Program, based on findings.
6. Final Report.

SECTION III

METHODOLOGY

GENERAL

This section discusses what was done and operationally how it was done. It contains four parts, which are:

- General
- Operational Phases
- Major Activities and Accomplishments
- Data Reduction Techniques

OPERATIONAL PHASES

The survey operational phases include:

1. Project Setup
2. Phase I - Initial Analysis
3. Phase II - Identification and Selection
4. Phase III - Collection and Synthesis
5. Phase IV - Reporting and Planning

MAJOR ACTIVITIES AND ACCOMPLISHMENTS

The following steps were taken during the execution of the survey:

1. Committed key staff.
2. Met with R&D Unit (initial orientation).
3. Reviewed DVTE evaluation comments.
4. Acquired initial data package from R&D Unit (see Appendix A).
5. Reviewed Operations Plan.
6. Reviewed formal definitions of "Adult Vocational Education."

7. Met with:
    a. Assistant Director for Operations.
    b. Assistant Director for Planning and Development.
    c. Fiscal and Statistical Unit Coordinator
    d. Post-Secondary Coordination Unit Coordinator.
    e. Special Programs Unit Coordinator.
    f. Program Approval and Evaluation Unit Coordinator.
8. Scanned initial data sources.
9. Acquired additional data (see Appendix A).
10. Requested a special computer printout showing only Adult Vocational Education reimbursements for FY '72.
11. Identified all schools receiving adult funds or reimbursement.
12. Coded each entry on printout:
    a. as Secondary or Post-Secondary.
    b. by DVTE Region.
    c. by Occupational Cluster.
13. Reduced data on number of programs, number of students and costs by:
    a. Secondary vs Post-Secondary programs.
    b. DVTE Region.
    c. Occupational Clusters.
14. Analyzed and presented data reduced in "13".
15. Plotted geographical locations of Secondary and Post-Secondary programs on a map.
16. Identified areas of Illinois which have no Adult Vocational Education offered.
17. Met with a Junior College Board representative for evaluative design input.
18. Visited two Community Colleges for evaluative design input.
19. Collected and analyzed instrument and schedule requirements.
20. Designed instruments (preliminary).
21. Finalized site visitation selection criteria.
22. Met with Success Research Consultants, Inc. evaluation staff to review:
    a. Dec./Jan./Feb. activities.
    b. First Quarterly Report.
    c. DVTE comments.
    d. Plan for next quarter.
23. Identified redundancies in initial computer printout and data reduction techniques.
24. Requested a special computer printout removing redundancies.

25. Coded each entry on new printout:
    a. as Secondary or Post-Secondary.
    b. by DVTE Region.
    c. by Occupational Cluster.
    d. by Semester.
26. Reduced data on number of programs, number of students, and costs by:
    a. Semester.
    b. Secondary vs Post-Secondary Programs.
    c. DVTE Region.
    d. Occupational Cluster.
27. Analyzed and presented data reduced in "26".
28. Selected sites, using DVTE approved site visitation selection criteria. DVTE then reviewed and approved the selections. Table II-2 lists the selected sites.
29. Reviewed survey instruments with DVTE staff. The instruments include:
    a. Interview schedule for Administrators of schools reimbursed by DVTE for AVE during FY '72.
    b. Questionnaire for Administrators of schools requesting AVE reimbursement from DVTE for FY '72.
    c. Questionnaire for Administrators of schools not requesting AVE reimbursement from DVTE in FY '72.
    d. Questionnaire for AVE classroom teachers.
    e. Questionnaires for AVE students of:
        (1) Secondary level AVE.
        (2) Post-Secondary AVE.
30. Tested all instruments in four classrooms. Two each at the Secondary and Post-Secondary level.
31. Revised and finalized survey instruments. See samples in Appendix B.
32. Visited 20 schools. Of the 23 schools identified for visitation, three schools were not visited. One declined involvement and two reported no AVE activity in 1972 and no plans to reinstate AVE.
33. Distributed, by visits and mail, the survey instruments.
34. Collected and sorted instruments.
35. Reduced data received from visitation sites.
36. Analyzed evaluative data.

37. Documented results of steps 35 and 36.

NOTE
See part 4 of this
Section for techniques
used for steps 35 & 36

38. Prepared Final Report.

DATA REDUCTION TECHNIQUES

The survey effort involved reduction of the following types of data:

1. Documents
2. Computer Printout
3. Instrument Responses
    a. Subjective
    b. Objective

Analysis of Documents

The documents listed in Appendix A were reviewed for background information and used in planning. However, no data from previous research was used in formulating results for this report.

Computer Printout

A computer printout was provided by the DVTE Fiscal & Statistical Units. The printout tabulated the AVE reimbursements of 1972.

A list of schools receiving funds was produced from the printout.

The survey staff coded each entry on the printout:

1. as Secondary or Post-Secondary programs.
2. by Region.
3. by Occupational Cluster.

The survey staff then reduced the data on number of programs, number of students, and costs and produced tables showing distribution by:

1. Secondary vs Post-Secondary Programs.
2. by Region.
3. by Occupational Cluster.

See Section IV, Findings, for resultant tables.

The survey staff then plotted the geographical locations of programs on the map and identified areas of Illinois which offer no DVTE-supported AVE.

Instrument Responses

The interview forms and questionnaires used for the on-site visitations contain both subjective and objective data.

Subjective Data Reduction

Responses to individual questions were grouped and analyzed. Specific elements of each response were identified and documented on cards. Once all elements were reduced to cards, the cards were grouped and a frequency distribution of the elements was produced.

The elements were ranked by frequency so they could be analyzed in terms of the most significant response-elements. This response data was then put into tabular form for further comparison and analysis.

A review of Section IV tables shows the results of this reduction process.

Objective Data Reduction

The questionnaires containing objective response data were sorted by course and school into secondary and post-secondary categories. This was done before data reduction was started.

On a question-by-question basis, the responses were tabulated, by course and school, producing either a frequency distribution or a weighted average score.

Data was summarized into the following categories:

1. Secondary/Post-Secondary
2. Respondee Type
3. Respondee Profile
4. Student Services
5. Training Program
6. Training Techniques
7. Problems
8. Comparisons

See Table IV-1 for a full list of resultant data displays.

SECTION IV

DATA REDUCTION RESULTS

GENERAL

This section of the report discusses the actual sample acquired and presents the new data the survey effort produced. It contains four parts, which are:

- General
- Actual Sample Acquired
- Data Presentation
- Exemplary Element Identification

ACTUAL SAMPLE ACQUIRED

As a result of off-site and on-site data acquisition efforts, a representative sample was obtained.

OFF-SITE DATA

100% of all known off-site data was acquired and reviewed.

Redundancies were identified in the DVTE reimbursement printout. The initial printout contained duplication when specific AVE students were also classified as disadvantaged or handicapped due to the nature of reimbursement policies. The printout was rerun by DVTE to eliminate these redundancies. This data was then reviewed and found to be accurate and 100% complete.

ON-SITE DATA

The survey team visited 20 of the 23 selected sites. Three of the selected sites were either unwilling or unable to participate in the survey.

Figure IV-1 shows the valid on-site sample size actually obtained.

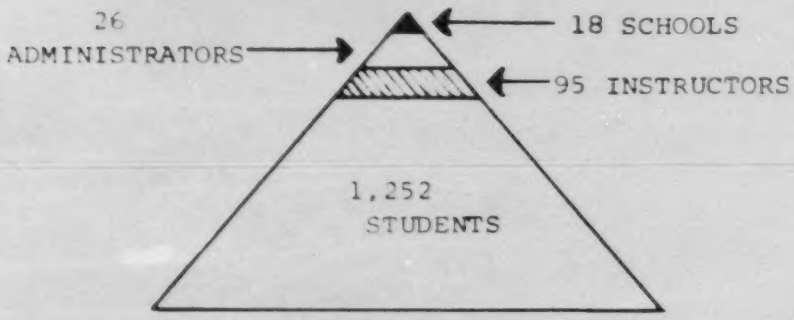

Figure IV-1. Sample Size

Note the level of response of usable data.

1. 78% of the institutions surveyed provided data for each level.
2. 34.8% of the student questionnaires distributed by the administrators were returned and processed.

A breakdown of number of responses by respondee vs school type is presented in Table IV-1.

Table IV-1
SAMPLE SIZE
(On-site Evaluation)

	HIGH SCHOOL	JUNIOR COLLEGE	TOTAL
INSTITUTIONS	13	5	18
ADMINISTRATORS	13	13*	26
INSTRUCTORS	91	4	95
STUDENTS	1,078	174	1,252
ALL SOURCES	1,195	196	1,391

DATA PRESENTATION

This part presents the new information generated by the survey effort. Most of the information has been reduced to tabular or list form. Table IV-2, Information Generated, lists this new data by level. The levels include:

1. Project Data. These tables were generated by the survey staff, using pre-existing resources.
2. Administrator-Level Data. These tables present the on-site data collection results.
3. Instructor-Level Data. These tables present Instructor response results (obtained on-site).
4. Student-Level Data. These tables present student response results (obtained on-site).

PROJECT DATA

The following data presentations were generated by the survey staff, using pre-existing resources.

*Jr. Colleges had more administrators involved in AVE than did the high schools.

Table IV-2
INFORMATION GENERATED

1. List of Secondary Schools (High Schools) Receiving DVTE Funds for AVE
2. List of Post-Secondary (Jr. Colleges) Receiving DVTE Funds for AVE
3. Number of Programs & Students (by Semester & Cluster)
4. Summary of Institutions, Students and Funding Levels (by Region)
5. Number of Secondary Programs (by Cluster and Region)
6. Number of Post-Secondary Programs (by Cluster & Region)
7. Number of Secondary Students (by Cluster & Region)
8. Number of Post-Secondary Students (by Cluster & Region)
9. Summary of Cluster Load: Cluster vs Number of Programs and Number of Students

ADMINISTRATOR-LEVEL DATA

1. AVE Definition Analysis
2. Ratings of Student Services
3. Problems with DVTE Staff
4. Funding Data
   a. Problems
   b. Recommended Funding Formats

INSTRUCTOR-LEVEL DATA (Composite and Secondary vs Post-Secondary)

1. Staff Profile
2. Ratings of Student Services Provided
3. Ratings of Teaching Techniques Used
4. Ranking of Student "Success/Failure" Factors
5. Instructor Involvement in Job Placement of AVE Students

STUDENT-LEVEL DATA (Composite and Secondary vs Post-Secondary)

1. Student Profile
2. Ratings of Student Services Provided
3. Rating of Training Program Elements
4. Correlation Coefficient (Services vs Program Elements)
5. Analysis of "non-eligible" Student Count

COMPARISON TABLES

1. "DVTE-Services Requested" Ranked (Administrators & Instructors)
2. Comparison of Ranked "Student Services" elements (Students vs Administrators vs Instructors)
3. Comparison of Composite Services and Program Scores (Students vs Administrators vs Instructors)

Secondary Schools Receiving DVTE AVE Reimbursement

Table IV-3 (2 pages) lists the participating high schools arranged alphabetically by DVTE Region. The table also lists the county in which each school is located.

Post-Secondary Schools Receiving DVTE AVE Reimbursement

Table IV-4 (1 page) lists the participating junior colleges alphabetically by DVTE Region. The table also lists the county in which each school is located.

Locations of AVE Programs

Figure IV-2 shows the locations of DVTE-reimbursed AVE programs in Illinois.

Programs and Students

Table IV-5 presents the program (PRM) and student (STDS) count by:

1. Semester. Code is:
   - 1 - Fall
   - 2 - Spring
   - 3 - Summer
   - 4 - Other

   Although many schools are on quarter system, most reported on a semester basis.
2. Occupational Cluster. Code is:
   - AGR - Applied Biological & Agricultural
   - BMM - Business Marketing & Management
   - IND - Industrial Oriented
   - PPS - Personal & Public Service
   - HEL - Health

Semester totals and occupational totals are also given. Note that this table combines secondary and post-secondary data.

Table IV-3

SECONDARY SCHOOLS RECEIVING DVTE AVE REIMBURSEMENTS

(Page 1 of 2)

REGION 1 - SECONDARY

School	County
Argo	Cook
Batavia	Kane
Burlington Central	Kane
Chicago Public H.S. For Metropolitan Studies	Cook
Chicago Austin	Cook
Chicago Bowen	Cook
Chicago Calumet	Cook
Chicago Carver	Cook
Chicago Vocational	Cook
Chicago Cooley Vocational	Cook
Chicago Crane	Cook
Chicago Gregier Vocational	Cook
Chicago Dunbar Vocational	Cook
Chicago DuSable	Cook
Chicago Englewood	Cook
Chicago Fenger	Cook
Chicago Harrison	Cook
Chicago Hubbard	Cook
Chicago Hyde Park	Cook
Chicago Jones Commercial	Cook
Chicago Kelly	Cook
Chicago Kennedy	Cook
Chicago Lake View	Cook
Chicago Lane Tech	Cook
Chicago Marshall	Cook
Chicago Phillips	Cook
Chicago Prosser Vocational	Cook
Chicago Schurz	Cook
Chicago Senn	Cook
Chicago South Shore	Cook
Chicago Washburne Trade	Cook
Chicago Wells	Cook
Chicago Westinghouse	Cook
Chicago Bloom	Cook
Evanston	Cook
Evergreen Park	Cook
Franklin Park-Leyden	Cook
Glenview-Glenbrook	Cook
Grant Park	Kankakee
Harvard	McHenry
Herscher	Kankakee
Huntley	McHenry
Joliet	Will
LaGrange-Lyons	Cook
Manteno	Kankakee
Marengo	McHenry

REGION 1 - SECONDARY

School	County
Maywood-Proviso	Cook
McHenry	McHenry
Mt.Prospect	Cook
NewLenox-Lincolnway	Will
Norridge-Ridgewood	Cook
North Chicago	Lake
Oak Lawn Commercial High	Cook
Oak Lawn Heavis H.S.	Cook
Oak Park-River Forest	Cook
Palatine	Cook
Park Ridge-Maine Twp.	Cook
Peotone	Will
Plano	Kendall
Prairie View-Stevenson	Lake
St. Charles	Kane
Skokie-Niles	Cook
Villa Park	DuPage
Wauconda	Lake
Waukegan	Lake

REGION 2 - SECONDARY

School	County
Annawan	Henry
Atkinson	Henry
Belvidere	Boone
Erie	Whiteside
Galena	JoDaviess
Galva	Henry
Geneseo-Darnall	Henry
Genoa Kingston	DeKalb
Kewanee Wethersfield	Henry
Kirkland-Hiawatha	DeKalb
LaSalle	LaSalle
Manlius	Bureau
Milledgeville	Carroll
Morrison	Whiteside
Oregon	Ogle
Ottawa	LaSalle
Rockford	Winnebago
Sterling	Whiteside
Streator	LaSalle
Sycamore	DeKalb
Walnut	Bureau
Waterman	DeKalb

Table IV-3

SECONDARY SCHOOLS RECEIVING DVTE AVE REIMBURSEMENTS

(Page 2 of 2)

REGION 3 - SECONDARY

School	County
Ashland	Cass
Avon	Fulton
Barry	Pike
Buffalo-TriCity	Sangamon
Carthage	Hancock
Chatham-Englewood	Sangamon
Chillicothe	Peoria
Colchester	McDonough
Dunlap	Peoria
Fairview	Fulton
Farmington	Fulton
Galesburg	Knox
Jacksonville	Morgan
LaHarpe	Hancock
Macomb	McDonough
Meredon	Adams
McAuburn	Christian
Pekin	Tazewell
Peoria	Peoria
Pittsfield	Pike
Pleasant Hill	Pike
Pleasant Plains	Sangamon
Quincy	Adams
Rochester	Sangamon
Springfield	Sangamon
Taylorville	Christian
Athens	Hancock
Winchester	Scott

REGION 4 - SECONDARY

School	County
Bellflower	McLean
Bement	Piatt
Bloomington	McLean
Champaign	Champaign
Charleston	Coles
Decatur	Macon
Elkhart	Logan
Ellsworth-Downs	McLean
ElPaso	Woodford
Eureka	Woodford
Farmer City	DeWitt
Findlay	Shelby-McLay
Flanagan	Livingston
Hartsburg	Logan
Hoopestown	Vermillion
Lexington	McLean
Lovington	Moultrie
Maroa	Macon
Marshall	Clark
Matteson	Coles
Minonk	Woodford
Mt. Zion	Macon
Paxton	Ford
Ridgefarm	Vermillion
Roanoke	Woodford
Roberts	Ford
Urbana	Champaign
Wapella	DeWitt
Washburn	Woodford

REGION 5 - SECONDARY

School	County
Alton	Madison
Aviston	Clinton
Belleville	St. Clair
Brussels	Calhoun
Carlinville	Macoupin
Columbia	Monroe
East St. Louis	St. Clair
Gillespie	Macoupin
Girard	Macoupin
Granite City	Madison
Hardin	Calhoun
Hillsboro	Montgomery
Lichtfield	Montgomery
St. Jacob	Madison
Tamaroa	Perry
Trenton	Clinton
Valmeyer	Monroe
Wood River	Madison

REGION 6 - SECONDARY

School	County
Beecher	Effingham
Centralia	Marion
Farina	Fayette
Gorham	Jackson
Joppa	Massac
Mt Vernon	Jefferson
Patoka	Marion
Ramsey	Fayette
St. Elmo	Fayette
Vandalia	Fayette
West Frankfort	Franklin
Willisville-Campbell Hill	Jackson

Table IV-4
POST-SECONDARY SCHOOLS RECEIVING DVTE AVE REIMBURSEMENTS

REGION 1 - POST SECONDARY

School	City	County
Chicago City Jr. College Mayfair	Chicago	Cook
Chicago City Jr. College Loop	Chicago	Cook
Chicago City Jr. College Southeast	Chicago	Cook
Chicago City Jr. College Southwest	Chicago	Cook
Chicago City Jr. College Wright	Chicago	Cook
Chicago Heights Prairie St.College	Chicago Heights	Cook
Cicero-Morton Jr. College	Cicero	Cook
Crystal Lake-McHenry Jr. College	Crystal Lake	McHenry
Elgin Community College	Elgin	Kane
College of DuPage	Glen Ellyn	DuPage
College of Lake County	Grayslake	Lake
Thornton Jr. College	South Holland	Cook
Kankakee Jr. College	Kankakee	Kankakee
W.R. Harper Jr. College	Palatine	Cook
Moraine Valley Jr. College	Palos Hills	Cook
Triton Jr. College	River Grove	Cook
Waubonsee Jr. College	Sugar Grove	Kane

REGION 2 - POST SECONDARY

School	City	County
Highland Jr. College	Freeport	Stephenson
Blackhawk Jr. College	Moline	Rock Island
Oglesby Illinois Valley College	Oglesby	LaSalle
Rock Valley Jr. College	Rockford	Winnebago

REGION 3 - POST SECONDARY

School	City	County
Illinois Central College	East Peoria	Peoria
Carl Sandburg	Galesburg	Knox
Lincolnland	Springfield	Sangamon

REGION 4 - POST SECONDARY

School	City	County
Parkland Jr. College	Champaign	Champaign
Danville Jr. College	Danville	Vermillion
Lakeland Jr. College	Mattoon	Coles

REGION 5 - POST SECONDARY

School	City	County
Belleville Jr. College	Belleville	St. Clair

REGION 6 - POST SECONDARY

School	City	County
Logan Jr. College	Carterville	Williamson
Southeast Illinois Jr. College	Harrisburg	Saline
Rend Lake Jr. College	Ina	Jefferson
Shawnee Jr. College	Ullin	Pulaski

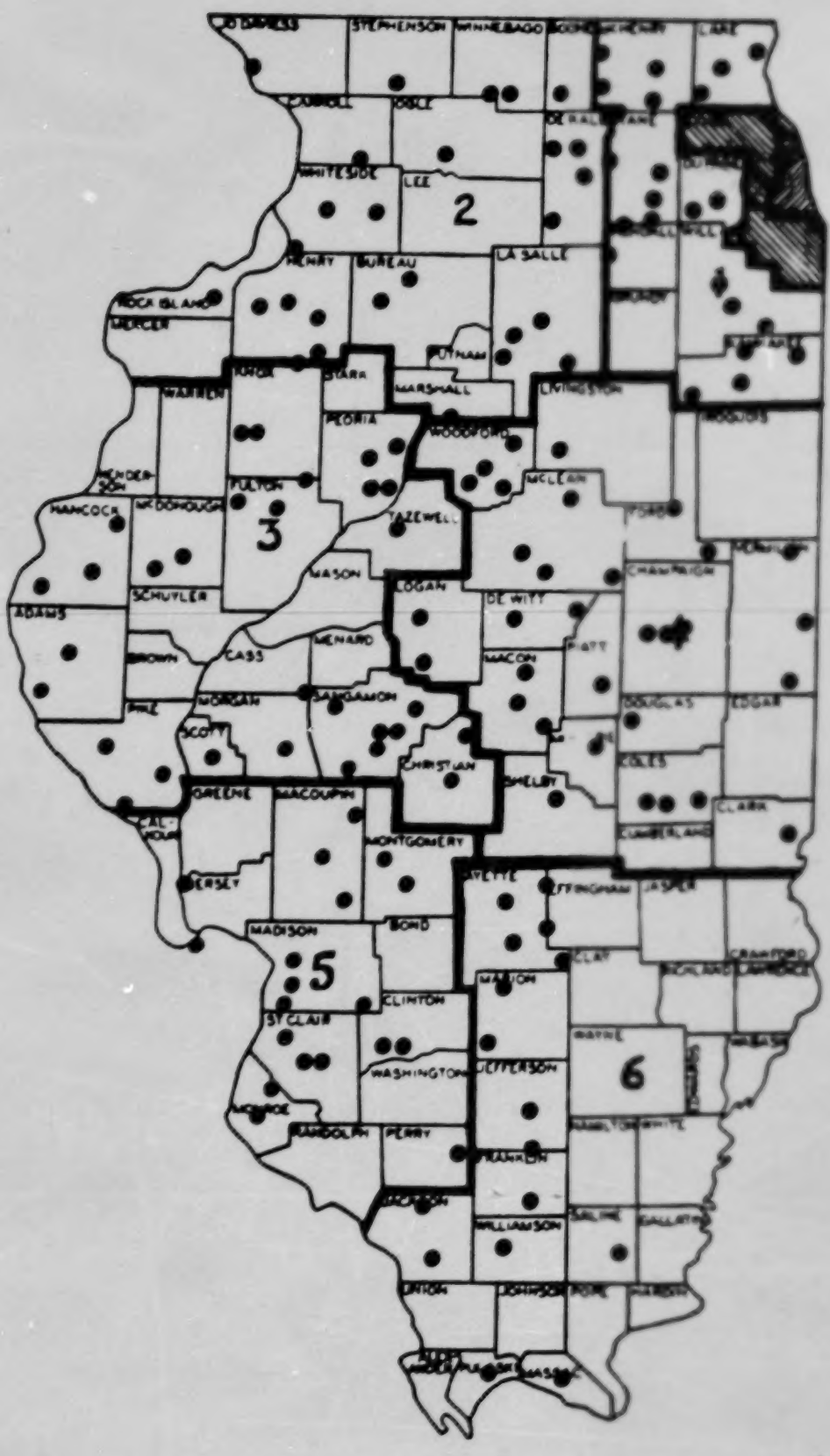

Figure IV-2. Locations of AVE Programs

Table IV-5
PROGRAMS AND STUDENTS

SEMESTER TOTALS
(BY CLUSTER)

SEMESTER	AGR		BMM		IND		PPS		HEL		TOTAL	
	PRM	STDS	PRM	STDS	PRM	STDS	PRM	STDS	PRM	STDS	PRM	STDS
1	46	1,148	450	12,759	630	16,267	17	766	40	1,708	1,183	32,648
2	95	2,092	397	11,061	609	16,134	16	518	49	1,402	1,166	31,207
3	1	12	23	501	29	573	1	27	6	129	60	1,242
0	7	419	48	1,991	52	3,312	5	225	6	153	118	6,100
TOTAL	149	3,671	918	26,312	1,320	36,286	39	1,536	101	3,392	2,527	71,197

Institutions, Students, and Funding

Table IV-6 presents the following types of data by DVTE Region:

1. Claimants (Institutions receiving DVTE AVE reimbursement by:
   a. Secondary (high school) Districts
   b. Jr. Colleges
2. Number of students claimed by:
   a. Secondary Districts
   b. Jr. Colleges
3. Reimbursement (Number of Dollars in 1972) by:
   a. Secondary Districts
   b. Jr. Colleges

Secondary-Level Programs

Table IV-7 presents the number of secondary level AVE programs listed by cluster vs DVTE Region.

The total number of programs by vocational cluster is also given.

A factor, called Relative Load, indicates the numerical relationship of the largest cluster load to the remaining cluster loads.

Post-Secondary Level Programs

Table IV-8 presents the number of post-secondary AVE programs. See explanation above for content discussion.

Table IV-6
INSTITUTIONS, STUDENTS, AND FUNDING

EXISTING ADULT VOCATIONAL EDUCATION PROGRAMS
(funded by DVTE)

DVTE REGION		1	2	3	4	5	6	TOTAL
CLAIMANTS	# of Secondary Districts	39*	22	28	29	18	12	144
	# of Jr. Colleges	13**	4	3	3	1	4	28
STUDENTS	# of Attendees at Secondary Districts	42,884	2,178	2,322	4,290	2,512	691	54,877
	# of Attendees at Jr. Colleges	9,174	1,668	1,408	1,256	597	2,217	16,320
REIMBURSEMENTS	Secondary	1,071,055	65,595	122,766	110,122	78,008	6,000	1,453,546
	Jr. College	52,340	8,650	8,946	10,676	11,845	14,578	107,055

* INCLUDES CHICAGO DISTRICT 299 WITH 31 CAMPUSES

** INCLUDES CHICAGO C.C. 508 WITH 5 CAMPUSES

Table IV-7
SECONDARY LEVEL PROGRAMS

CLUSTER	REGION						TOTAL BY CLUSTER	RELATIVE LOAD
	1	2	3	4	5	6		
AGR	15	22	17	40	11	9	114	12.4%
BMM	454	29	27	41	34	5	595	63.8%
IND	579	63	85	84	105	16	932	100%
PPS	15	1	2	--	5	--	23	2.5%
HEL	17	3	6	15	8	--	49	5.3%

Table IV-8
POST-SECONDARY LEVEL PROGRAMS

CLUSTER	REGION						TOTAL BY CLUSTER	RELATIVE LOAD
	1	2	3	4	5	6		
AGR	6	3	8	7	2	9	35	9%
BMM	182	46	32	35	4	24	323	83.2%
IND	184	71	38	41	7	47	388	100%
PPS	8	1	--	--	-	7	16	4.1%
HEL	21	8	5	2	5	11	52	13.4%

Secondary-Level Students

Table IV-9 presents the number of AVE students involved at the secondary (high school) level. The student count is presented by vocational cluster and DVTE Region. The Total-By-Cluster and Relative Load is also given.

Post-Secondary Level Students

Table IV-10 presents the number of AVE students involved at the post-secondary (junior college) level. See explanation for Table IV-9.

Cluster Load Summary

Table IV-11 summarizes the numbers and relative load factors for vocational clusters from Tables IV-7, 8, 9, and 10.

Table IV-9
SECONDARY LEVEL STUDENTS

CLUSTER	REGION						TOTAL BY CLUSTER	RELATIVE LOAD
	1	2	3	4	5	6		
AGR	440	612	376	1,256	185	194	3,063	10.2%
BMM	16,602	309	309	857	543	81	18,701	62.6%
IND	23,657	1,142	1,394	1,761	1,525	416	29,895	100%
PPS	998	8	30	---	70	---	1,106	3.7%
HEL	1,187	107	213	416	189	---	2,112	7.1%

Table IV-10
POST-SECONDARY LEVEL STUDENTS

CLUSTER	REGION						TOTAL BY CLUSTER	RELATIVE LOAD
	1	2	3	4	5	6		
AGR	189	29	82	154	20	134	608	8%
BMM	5,057	763	632	528	38	593	7,611	100%
IND	3,292	757	584	553	200	1,005	6,391	84.2%
PPS	190	11	---	---	---	229	430	5.7%
HEL	446	108	110	21	339	256	1,280	16.9%

Table IV-11
CLUSTER LOAD SUMMARY

CLUSTER	NUMBER OF PROGRAMS	RELATIVE LOAD	NUMBER OF STUDENTS	RELATIVE LOAD
AGR	149	11.3%	3,671	10.1%
BMM	918	69.5%	26,312	72.5%
IND	1,320	100%	36,286	100%
PPS	39	3%	1,536	4.2%
HEL	101	7.7%	3,392	9.3%

Sample Size Table

This table is located in this section, page IV-3.

ADMINISTRATOR-LEVEL DATA

The following tables were generated from information gathered from administrators. Two methods were used. They were:

- Interview (person-to-person)
- Questionnaire (non-personal)

Refer to Table IV-2 for a list of the tabular information generated. (Page IV-4)

AVE Definition Analysis

Table IV-12, Definition Analysis, presents a summary of the AVE definitions given by AVE administrators. During the review process, the survey staff synthesized the various definitions into four basic interpretations. The table shows:

1. The four basic interpretations given by administrators.
2. The percent of administrators whose definition matched the interpretation.
3. The areas in which the interpretations (using the definition on the front page as a basis for comparison):
    a. matched the necessary element, or
    b. reported incorrect elements, or
    c. did not contain a necessary element.

Table IV-12
DEFINITION ANALYSIS
(Administrator Data)

DEFINITION OF ADULT VOC. ED. (AVE)	%	ANALYSIS
Programs of learning experience in knowledge and skills which provide an opportunity to be gainfully employed	30.4%	Positive Factors 1. Vocationally based Negative Factors 1. Includes CREDIT & NON-CREDIT courses 2. Includes full-time students
Any learning process which will assist in preparatory or supplementary education for anyone 16 years or older	30.4%	Positive Factors 1. Minimum age - 16 years Negative Factors 1. Includes CREDIT and NON-CREDIT courses 2. Includes full-time students 3. Includes academic courses
Teaching of marketable vocational skills for upgrading or entry level jobs	26.1%	Positive Factors 1. Vocationally based Negative Factors 1. Includes CREDIT and NON-CREDIT 2. Includes full-time students
Terminal, non-credit, or non-transfer programs	8.7%	Positive Factors 1. NON-CREDIT only Negative Factors 1. Includes academic courses

Ratings of Student Services

Table IV-13 presents the administrators evaluation of services provided by their school to AVE students. This data was reduced from the "Administrator-Participant" questionnaire (see Appendix B). The scores are weighted averages of the responses.

Table IV-13
RATINGS OF STUDENT SERVICES

SERVICE TYPE	HIGH SCHOOL	JUNIOR COLLEGE	COMPOSITE
• Outreach	3.44	3.59	3.54
• Counseling	2.83	3.08	2.98
• Testing	2.79	2.77	2.78
• Job Placement	2.72	3.12	2.98
• Follow-up	2.81	3.46	3.21
• Composite	2.94	3.21	3.11

Problems with DVTE Staff

Table IV-14 presents a summary of the administrators attitudes toward DVTE staff. This data was reduced from the "Non-Participant Jr. College" and "Administrator-Participant" questionnaires (see Appendix B). The survey staff reduced the various responses into five categories and then computed the percent of the administrator responses for each category.

Table IV-14
PROBLEMS WITH DVTE STAFF

REPORTED PROBLEMS	RESPONSE LEVEL	REPORTED PROBLEMS	RESPONSE LEVEL
No problems	57.7%	Need criteria as to whether or not a course is fundable	11.5%
Need more perodic course review time from DVTE	15.7%	No DVTE contacts	8.1%
		Others	3.0%
(Only 4% indicated negative attitude toward DVTE staff)			

Funding Problems

Table IV-16 presents a summary of administrator attitudes toward the method used by DVTE (student-contact-hour). The survey staff reduced the various responses into five categories.

Recommended Reimbursement Formats

Table IV-15 presents a summary of administrator recommendations on reimbursement. The survey staff reduced the various responses into six categories and completed the response level.

Table IV-15
RECOMMENDED REIMBURSEMENT FORMATS

RECOMMENDATION	RESPONSE LEVEL	RECOMMENDATION	RESPONSE LEVEL
Change to "equivalent-credit" basis	33.3%	Reimburse for supervisory assistance	4.8%
Increase funding level per "contact-hour" (contact-hour basis acceptable)	33.3%	Pay on the basis of "Project Application"	4.8%
Pay on a "Fixed-reimbursement-per-class" basis	9.5%	Non-responsive replies	14.4%

Table IV-16
FUNDING PROBLEMS
(Per Administrators)

ITEM 1	Present-funding procedure was reported as <u>UNSATISFACTORY</u> by 77.3% of the Administrators
ITEM 2	Funding on "Contact-hour" basis was reported as <u>UNSATISFACTORY</u> by 87.5% of the Administrators
ITEM 3	Funding on an "equivalent-credit-hour" basis would result in the following, as reported by Administrators: 1. No Change to Programs 56.2% 2. Positive Effect 25.3% a. More funds 19.0% b. Extended utilization 6.3% 3. Negative Effect 18.5%
ITEM 4	If DVTE eliminated AVE funding, the following, as reported by Administrators would occur: 1. No change/No difference 30% 2. Change to credit courses 20% 3. Raise student fees 15% 4. Eliminate some AVE courses 15% 5. Look elsewhere for funds 10% (Non-responsive - 10%)
ITEM 5	For junior colleges <u>NOT</u> applying for DVTE AVE funds, <u>100%</u> of the Administrators sampled reported that they would be more likely to apply <u>IF</u> funding was available on an "equivalent-credit-hour" basis.

INSTRUCTOR LEVEL DATA

The following tables were generated from response information provided on a non-personal questionnaire. These questionnaires were distributed by the individual school administrators to AVE teachers.

See Appendix B for the "Instructors - Both" questionnaire. Note that the questionnaire provided for both objective and subjective responses.

The same questionnaire was used for secondary and post-secondary instructors.

Objective Response Data from Instructors

Table IV-17 presents the instructor's responses on:

1. Instructor Profile
2. Ratings of Student Services
3. Teaching Techniques Used

The data is separated into three categories.

1. High School (secondary level)
2. Junior College (post-secondary level)
3. Composite (The composite figures are weighted averages.)

The services and techniques scores are based on a 1-5 rating system, where 1 is lowest (indicating not available or not used) and 5 is highest (excellent). See the questionnaire in Appendix B for details.

Table IV-17
INSTRUCTOR RESPONSE DATA

DATA TYPE	HIGH SCHOOL	JUNIOR COLLEGE	COMPOSITE
PROFILE			
Age (Yrs)	37.9	36.7	37.5
Sex (%)			
Male	64.8	34.1	63.2
Female	35.2	65.9	36.8
Ethnic Group (%)			
Majority	94.5	30.1	91.6
Minority	5.4	69.9	8.4
Education Level (yrs)	16.2	16.3	16.2
Work Experience (Applied Voc.) (Yrs)	12.9	6.3	12.6
Supervisory Exp. (Applied Voc.) (Yrs)	4.6	2.2	4.3
Teaching Exp. (Yrs)	10.9	8.0	10.7
SERVICES INFO. (1-5)			
• Outreach	3.72	3.75	3.73
• Admin. Support	4.21	4.50	4.24
• Counseling Support	3.09	3.50	3.10
• Fac. Eq. & Supplies	3.78	3.75	3.78
• Course Length	3.77	4.00	3.78
• Lesson Plans	3.87	4.25	3.88
• Job Placement	2.45	1.50	2.41
Composite	3.56	3.61	3.57
TECHNIQUES USED (1-5)			
• Lectures	3.49	1.50	3.41
• Demonstrations	3.91	3.50	3.89
• Films, Visual	2.91	1.75	2.65
• Small Groups	3.43	4.25	3.46
• Ind. Instruction	4.15	3.50	4.13
• Skills Training	4.17	4.00	4.18
Composite	3.68	3.08	3.62

Subjective or Comparative Data from Instructors

Two tables were prepared to present this data.

Success/Failure Factors

Table IV-18 shows the factors identified by AVE instructors which effect student success and failure.

Table IV-18
SUCCESS/FAILURE FACTORS

(Per Instructors)

FACTOR	RESPONSE LEVEL
Student Attitude	43%
Relevancy to Job	10%
Adequate Class Time	10%
Ed. Background of Students	9%
Equipment	8%
Work Habits	6%
Teaching Staff	5%
I.Q. or Ed. Q.	5%
Attendance	4%

Involvement in Job Placement

Table IV-19 presents instructor involvement with job placement of AVE students.

Table IV-19
INSTRUCTOR INVOLVEMENT IN JOB PLACEMENT

HIGH SCHOOL		JUNIOR COLLEGE	
NO INVOLVEMENT	49.9%	NO INVOLVEMENT	80.0%
INVOLVED	37.0%	INVOLVED	10.0%
NON-RESPONSIVE	13.1%	NON-RESPONSIVE	10.0%

STUDENT-LEVEL DATA

The student-level data was reduced from objective-response questionnaires. See the samples in Appendix B.

Student Profile

Table IV-20 presents the profile of the average AVE student. In addition it compares the average secondary and post-secondary AVE student profiles.

Figure IV-3 compares the frequency distributions of the ages of the AVE students at the secondary and post-secondary levels.

Table IV-20
STUDENT RESPONSE DATA

DATA TYPE	HIGH SCHOOL	JUNIOR COLLEGE	COMPOSITE
PROFILE			
o Avg. Age (Yrs)	29.2	24.4	28.5
o Age under 18 yrs (%)	16.0	2.8	14.1
o Sex (%)			
Male	47.5	50.6	48.0
Female	52.4	49.4	52.0
o Ethnic Group (%)			
Majority	88.0	74.4	86.2
Minority	12.0	25.6	13.8
o Grade Completed	12.45	12.6	12.49
o Work Exp. (Yrs)	3.99	3.6	3.95
o Present Course Load	1.75	2.5	1.86
o Employed (%)	64.0	56.0	61.8
o Job Changes Planned (%)	33.4	42.9	34.7
o Salary Increase Expected (%)	47.6	57.2	49.0
o Satisfied with Institution (%)	58.3	89.8	61.2
o Working Toward Degree or Cert. (%)	N/A	70.0	N/A
SERVICES RATING (0-5)			
o Advertising/Outreach	3.12	2.98	3.10
o Catalogs	2.72	2.73	2.72
o Pre-enrollment Counseling	1.81	2.28	1.88
o Voc. Counseling	1.44	1.92	1.50
o Pre-enrollment Testing	0.86	1.47	0.95
o Job Placement	1.27	1.10	1.24
Composite	1.87	2.04	1.91
PROGRAM RATING (0-5)			
o Organization	3.37	2.88	3.30
o Course Length	3.08	2.59	2.91
o Scheduling	3.42	3.20	3.36
o Lectures	3.00	2.98	3.00
o Class Activities	3.47	2.87	3.39
o Films/Visuals	1.96	2.23	2.00
o Skills Training	3.45	2.82	3.37
o Experienced Instr.	4.16	4.18	4.16
o Applicability to Work	3.34	3.27	3.33
o Fac., Eq. & Supplies	3.53	2.85	3.43
Composite	3.29	3.03	3.24

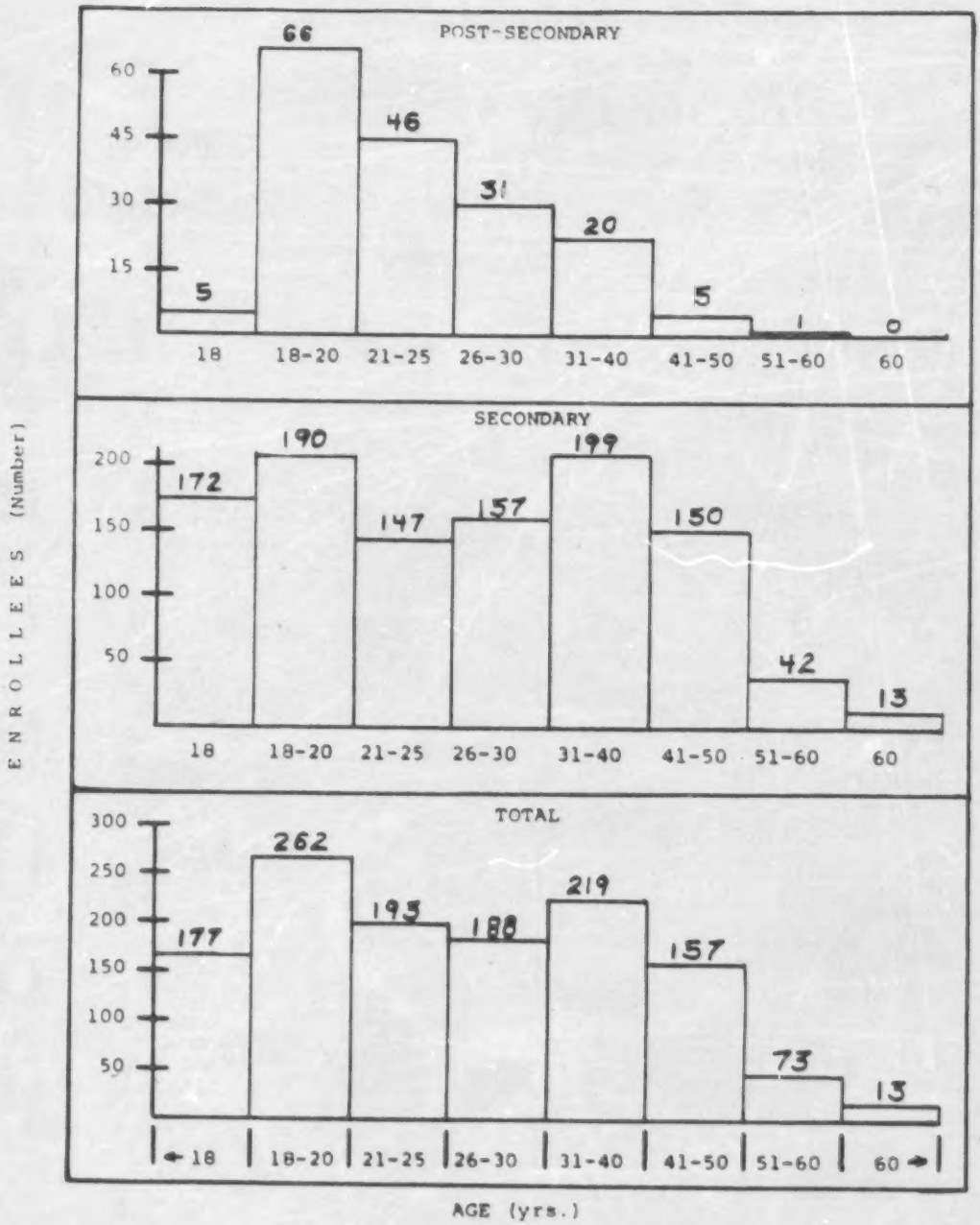

Figure IV-3. - Student Age Frequency Distributions

Rating of Student Services

Table IV-20 presents the student's evaluation of the value of services provided by their school. See Appendix B for the format of questions. The students rated the individual services from 0 (not available/not used) to 5 (excellent). The table indicates the averages and weighted composite scores.

Rating of Training Program

Table IV-20 also contains evaluative data from students on the value of various elements of the training programs. The rating scale is the same as the scale used for student services (above).

Comparison of Student Services to Training Program

A product-moment correlation was performed on the ratings of services and program. The result was:

$$r = +0.19$$

Therefore, the conclusion is that no statistical relationship can be inferred between the student services and the training program elements.

Non-Eligible Students

Table IV-21 presents information concerning schools whose questionnaires indicate non-eligible students. Only the high schools with non-eligibility above 15% are shown. A non-eligible student is defined as:

1. a full-time student
2. a student under 16 years of age which is implied in number 1
3. a student taking the course for credit toward a degree or certificate
4. a student enrolled in a non-vocational program

Table IV-21
NON-ELIGIBLE STUDENTS

SCHOOL	PERCENT
High School A	50 %
High School B	51 %
High School C	70 %
High School D	16.6%
All Jr. Colleges	70 %

COMPARISON TABLES

There were several sets of data which required additional analysis. The survey staff provided the following tables:

1. DVTE Services Requested
2. Comparison of Ratings
   a. Service Scores
   b. Overall Scores

DVTE Services Requested

Table IV-22 presents the services requested by AVE administrators and instructors. The requested services in each column are ranked by average score.

Table IV-22
DVTE SERVICES REQUESTED
(Ranked)

ADMINISTRATORS	INSTRUCTORS
• Current Career Information • New Approaches • Up-to-date Equipment • Financial Support • Planning Information • Provide for Trade-experienced Instructors	• Information - Career Ed - Monthly Magazines - New Approaches - Community Resources • Training - Adult Learning - Counseling - Planning

(Note: 28% indicated, "no help needed.")

Comparison of Service Ratings

Table IV-23 presents the ranked ratings of student services as reported by AVE students, AVE instructors, and AVE administrators. Note the differences between rank and score. The scores are based on a 0-5 scale with 0 indicating Not Available, 3 indicating Average, and 5 indicating Excellent.

Table IV-23
COMPARISON OF SERVICE RATINGS

SERVICES (RANKED)

ADMINISTRATORS	STUDENTS	INSTRUCTORS
Outreach (3.54)	Fac., Eq. & Supplies (3.43)	Scheduling (4.24)
Follow-up (3.21)	Scheduling (3.36)	Course Length (3.78)
Job Placement (2.98)	Course Length (2.91)	Fac., Eq. & Supplies (3.78)
Pre-Testing (2.78)	Outreach (2.90)	Outreach (3.72)
	Counseling (1.64)	Counseling (3.10)
	Job Placement (1.24)	Job Placement (2.41)
	Pre-Testing (0.95)	

Comparison of Overall Ratings

Table IV-24 shows the overall ratings by personnel type and institution type. The overall rating is a weighted average of the service scores and the program scores. Note the composite rating of 2.83 (2.0 is POOR: Insufficient and 3.0 is AVERAGE: Acceptable)

Table IV-24
COMPARISON OF OVER-ALL RATINGS

PERSONNEL LEVEL	HIGH SCHOOL	JUNIOR COLLEGE	COMPOSITE
ADMINISTRATORS	2.94	3.21	3.11
INSTRUCTORS	3.62	3.34	3.59
STUDENTS (adjusted)	2.75	2.66	2.74
WEIGHTED AVERAGE	2.82	2.71	2.83

IDENTIFICATION OF EXEMPLARY AVE ELEMENTS

The survey was to identify exemplary AVE elements of the programs surveyed. The method used was:

1. The survey staff constructed a matrix to display student scores of each element for each school.
2. A list was prepared of the highest score per element. See Tables IV-25 and 26.

NOTE
Any element with a score below 3.50 was rejected from the exemplary element list. 3.50 is the midpoint between average (3.0) and good (4.0).

3. An exemplary element list was prepared, showing the institution location of the exemplary element. This list is presented and discussed in Section VI, AVE Model.

Table IV-25
HIGHEST SCORES PER SERVICES ELEMENT

SCORE	SERVICE ELEMENT
4.60	Pre-enrollment Counseling
3.67	Advertising of Course Offerings
3.37	Availability of Course Catalogs
3.02	Job Placement or Referrals
2.84	Vocational Counseling (help choosing the course)
1.69	Testing Before Enrollment

Note: The last four elements are not acceptable as exemplary, because the scores were below 3.50.

Table IV-26
HIGHEST SCORES PER TRAINING PROGRAM ELEMENT

SCORE	PROGRAM ELEMENT
4.95	Experienced and Trained Instructor
4.85	Practical "Hands-on" Experience
4.71	Discussions/Demonstrations/ Question-Answer Periods
4.67	Facilities, Equipment and Supplies
4.40	Organization of Training Program
3.93	Class Scheduling
3.89	Length of Program
3.78	Applicability to Work
3.32	Lectures
2.63	Films/AV

Note: The last two elements not acceptable as exemplary, because the scores were below 3.50

SECTION V

CONCLUSIONS

GENERAL

This section of the report answers the question, "What was learned as a result of this survey?" It contains 10 parts, which are:

- General
- Level of Activity
- Student Information
- Successes of AVE (Adult Vocational Education)
- Commitment & Involvement
- Management of AVE
- Instructor Information
- Services & Program
- Exemplary Elements
- Needs

In 1972, as in past years, the Illinois Division of Vocational and Technical Education supported specific courses in a state-wide program for AVE (Adult Vocational Education).

Adult Vocational Education courses are defined as, "courses which provide non-credit vocational education experiences to people who are not full-time students." The three major elements of this definition include:

1. non-credit courses
2. vocationally-based experiences
3. NOT involving full-time students

LEVEL OF ACTIVITY

In 1972, 172 secondary and post-secondary institutions offered 2,527 programs and provided 71,197 individual vocational training experiences to people in Illinois (Table IV-6, Page IV-12). The Illinois Division of Vocational and Technical Education provided $1,560,601.00 or an average of $21.92 per class per student. These vocational training experiences were offered year-round on a state-wide basis. Over 98% of the people in the State had these courses available to them. See Figure IV-2, Page IV-9.

STUDENT INFORMATION

The students responding to the AVE survey reported the following profile:

1. High school education (12.5 years of school)
2. 28 years old
    a. Over 50 - 14%
    b. Under 18 - 29%
3. 14% minority involvement
4. 52% female vs 48% male
5. They were generally satisfied with their training programs.
6. They rated "student-services" extremely low (see part on Problems).
7. They rated all phases of AVE significantly lower than either the administrators or the instructors.
8. 62% of AVE students have been employed for an average of 4 years. Apparently, they are not motivated to attend school for money or position, because:
    a. only 38% indicated a planned change in job.
    b. only 49% indicated the training would increase their wages.

See page IV-28 and 29 for detailed breakdown.

SUCCESSES OF AVE (Adult Vocational Education)

AVE was evaluated as a successful learning experience by all the sources the survey staff contacted. These sources included:

1. Administrators
2. Instructors
3. Students

The following information presents the identified factors which encourage student success.

ADMINISTRATORS

The administrators, during the interview, reported that a high student-success rate in AVE was due to:

1. Positive affect: the students enrolled because of personal interest.

2. Content: the courses approach a single, specific objective; generally development of a skill.

3. Staff: the instructors are experienced workmen who help students develop usable skills.

4. Scheduling: the courses can be scheduled on the basis of student needs.

INSTRUCTORS

Instructors indicated AVE success in the following ways:

1. The rating given to Student Services and Teaching (see Table IV-17, page 25).

2. Identification of success factors. Table IV-18 establishes the major success factors to be:
    a. Positive Affect: Student Attitude
    b. Content: Relevancy to Job - skills
    c. Scheduling: Adequate Class Time
    (See Table IV-18, page IV-26)

STUDENTS

The students indicated the strong factors of the training program, which contribute to success. These are:

1. Staff: Vocationally Experienced Instructor
2. Content:
    a. Individualized Classroom Activities
    b. Skills Training
3. Facilities, Equipment, and Supplies

(See Table IV-20, page IV-28)

COMMITMENT AND INVOLVEMENT

The survey, with predefined purposes, was to, "determine the extent of involvement and commitment" and prepare "comparative data...to exhibit the differences between secondary and post-secondary." (Contract Document). This was included for state planners had little current data, but assumed that the junior colleges had taken over the AVE mission and that the involvement of the high schools had decreased steadly.

The findings of the survey conclude that the junior colleges commitment and involvement in AVE is significantly lower than that of the secondary school. The current findings include:

1. The Jr. Colleges enroll only 23% of the reported students (Table IV-6, page IV-12).
2. The Jr. Colleges apply for 6.9% of the DVTE-AVE funds (Table IV-6).
3. 22.2% of the Jr. Colleges do not report AVE to DVTE or apply for DVTE funds (Table IV-6).
4. Several Jr. Colleges have discontinued AVE involvement in 1972/73 (Administrator verbal responses).
5. The on-site surveyors found the secondary level personnel more willing to be involved in the survey than post-secondary level personnel (Subjective Judgments).

Many of the post-secondary administrators provided rationales for limited involvement. They included:

1. The Junior College Board is supporting conversion of courses to a credit or credit-equivalent.
2. A Junior College will receive a higher reimbursement for a credit course, so most administrators give a course credit status whenever possible. The High School Administrator does not have this option.

Some administrators indicated that the "contact-hour" reporting requirement caused them not to submit to DVTE. This is discussed in Part 10 of this section.

MANAGEMENT OF AVE

AVE is handled on an informal basis at all but one of the schools visited. The survey staff feels that since AVE is handled on such an informal basis, that a system, as such, does not exist for AVE. The survey staff did gather specific information on:

1. Course Selection
2. Staff Recruiting
3. Curriculum Design
4. Staff Development
5. Flexible Scheduling

COURSE SELECTION

An AVE course can be added to a school's offerings as a result of any of the following reasons:

1. Requests from students, or
2. Availability of an interested instructor, or
3. Requests from the business/industrial community, or
4. Direction from administrative agency.

STAFF RECRUITING

54% of the schools must, by local school board standards, use certified teachers and generally recruit volunteers from their own staff. The schools which can hire vocationally experienced teachers, hire for a specialized background, but they report a trend toward certification. The administrators who reported this trend also reported that this trend has a negative effect on course quality.

CURRICULUM DESIGN

46% reported use of a "Needs Assessment" procedure to establish the need and the skills to be taught. Of the 46%, 27% used a community-based assessment and 19% used a student-based assessment. None of the schools reported using both.

Several schools (40%) reported using a committee to advise-on and review lesson plans.

7.7% of the schools reported "trial and error", student input and experience.

The survey team concludes that while design techniques exist, they are not being systematically applied on a state-wide basis.

STAFF DEVELOPMENT

Training was one of the major items requested by administrators and instructors. See Table IV-22, page IV-32.

Staff training was <u>not</u> identified as a method to assure success. See Appendix B, Interview Schedule, item 10.

The survey team concludes that AVE staff pre-service and in-service training is not being systematically applied on a state-wide basis.

FLEXIBLE SCHEDULING

Scheduling of AVE is not standardized. Class scheduling of AVE varies from school to school. The following schedule items were investigated:

1. Date of enrollment
2. Length of courses in hours
3. Length of courses in days
4. Length of courses in weeks

It was found that the scheduling was custom-fitted to meet specific local needs. It is concluded that flexible scheduling of AVE is acceptable, desirable and effective.

The high student and instructor scores for scheduling (see Table IV-23, page IV-33) indicate the acceptability of flexible scheduling arrangements.

SUMMARY

In terms of over-all administration, the high score given Administrative Support by teachers (see Table IV-7, page IV-25), contrasted with the concerns reported above, leads to the conclusion that:

1. administrative support of the classroom is excellent.
2. administrative support for non-classroom activities is weak.

INSTRUCTOR INFORMATION

The instructors responding to the AVE survey reported the following profile:

1. BA/BS level of education (16.2 years)
2. 11 years of teaching experience
3. 12.6 years of applied vocational experience
4. 4.3 years of applied supervisory experience
5. 38 years of age
6. 8.4% involvement of minorities
7. 63.2% male vs 36.8% female

The instructors indicated that the two most effective teaching techniques they use are:

1. Skills Training
2. Individualized Instruction

(See Table IV-17, page IV-25.)

The survey team concludes that the average AVE instructor is experienced, qualified, and using acceptable teaching methods.

STUDENT SERVICES AND THE TRAINING PROGRAM

Overall ratings of services and programs (Table IV-24, page IV-34) indicate that the administrators and instructors rate AVE significantly higher than students rate it.

STUDENT SERVICES

The results of administrator interviews indicate that student-services are not being provided AVE students on a systematic basis.

The questionnaire scores reveal that student services are not being provided AVE students on a systematic, statewide basis, as exemplified by the administrator ratings, (page IV-21); the instructor response data (page 25 and 27); and the student response data (page 28).

PROGRAM/TECHNIQUES

Compared to the service scores, the program scores of "over-average", appear adequate. The top rated program-items by students are:

1. Class Activities:
   Discussions, Demonstrations, Question-Answer Periods
2. Skills Training
3. Training Program Organizations
4. Lectures
5. Films/Visuals

The student scores vary from 2.00 (Poor and Insufficient) to 3.39 (between Average and Good). See Table IV-20, page IV-28.

The students are apparently getting skills-oriented individualized-instruction, with very little material on film or film strips. The instructor scores (Table IV-17, page IV-25) indicate that the instructors are satisfied with the techniques used.

EXEMPLARY ELEMENTS

Exemplary AVE elements in Illinois were identified. See Tables IV-25 and 26. However, due to the extremely low scores (some below average) of some of the elements, only 10 elements should be identified as exemplary. See page VI-3.

The survey did not produce enough exemplary element information to provide for a comprehensive AVE model to be identified. It will be necessary to do additional research and development work on a model AVE program before each element can be classified as workable.

NEEDS

This part of Section V presents the needs identified by the survey. These identified needs shall provide the basis on which recommendations (Section VII) will be made. The following types of problems are discussed:

1. Definitional Needs
2. Management Needs
3. Operational Needs

DEFINITIONAL NEEDS

While there is considerable discussion within DVTE and the Junior College Board as to the real definition of "Adult Vocational Education", the actual definition is implemented by the school person who fills out the reimbursement applications. That decision is apparently controlled more by the individual schools policy and data availability, than by influences from Springfield.

The analysis of the administrator responses (page IV-19) shows the magnitude of the problem, in that:

1. No single definition contained the three necessary elements.
2. 4.4% of responses contained no positive elements.

The high number of "non-eligible" students which the administrators included in the survey (Table IV-21, page IV-31) is also indicative of the problem.

There is an identified need to educate the school administrators about the three major elements of the AVE definition.

MANAGEMENT NEEDS

The identified management needs have been identified for two levels. They are:

1. State Level
2. School Level

State-Level Needs

Head Count

There is a need at the State level to define exactly how many individuals are involved in AVE. Table IV-5 (page IV-10) shows the number of student-courses attended by semester; however, the count is duplicated if any one student attends more than one course. The average number of courses per student is:

1. Secondary Level 1.75 courses
2. Post-Secondary Level 2.50 courses

Using this, the actual number of AVE students per semester can be computed; however, this still does not give us the number of AVE students per year.

Expanded Field Services

Services which could be provided by DVTE have been identified by AVE schools. See Tables IV-14 and 22 (pages IV-22 and 32).

Cluster Loading

There is a great disparity in relative activity or load between the Vocational Clusters. See Table IV-11, page IV-18.

Geographical Distribution

Three large areas of the State are without any Adult Vocational Education offerings, funded through DVTE. See Figure IV-2, page IV-9.

School-Level Needs

Simplified Reporting and Funding Methods

The requirement of reporting student contact-hours appears to be a hardship on some schools. It may be difficult to process in a MIS designed for standard credit hour data.

The present-funding procedure was reported as unsatisfactory by 77.3% of the Administrators (Table IV-16, page IV-23).

The contact-hour basis was also reported as unsatisfactory.

Table IV-15 presents payment formats recommended by AVE schools. The most significant change proposed was, "change to equivalent-credit basis." 33% of the respondees proposed this change. A review of item 3 on page IV-23 shows the effect of this change. Note that only 18.5% of the respondees sited a negative effect, and 12% of those responses were in regard to union programs.

Also, page 23, item 5, indicates that a change to "equivalent-credit-hour" basis would encourage the junior colleges to apply for reimbursement.

Planning

The survey staff concludes that systematic planning for AVE is not performed on a state-wide basis. Many schools have functional parts of a planning effort, but most efforts are informal. They do not include the minimum requirements necessary to produce a comprehensive plan. Table IV-22, page IV-32 indicates the need for additional planning information.

Staff Development

The survey staff concludes that additional staff development efforts are warranted. Table IV-22, page IV-23 indicates a need for training in:

1. Adult Learning
2. Adult Vocational Counseling
3. Planning (over-all and course content)

OPERATIONAL NEEDS

The operational effectiveness of any educational effort has to be measured in terms of the services and training provided to students.

Services

The survey staff concludes that services being provided AVE students are inadequate. These services include:

1. Outreach
2. Counseling
    a. academic
    b. vocational
3. Testing
4. Job Placement
5. Follow-up

This conclusion is based on:

1. Student ratings of services (Tables IV-20 and 23, pages IV-28 and 33).
2. Interview responses from administrators.
3. Administrator and Instructor ratings (Table IV-23, page 33).

The lowest rating in the services category was "Job Placement."

1. The students rated it 1.24 (between "not available" and "poor and insufficient").
2. The administrators indicated it "below average."
3. Only 37% of the instructors indicated any involvement in job placement. The reported involvement included:
    a. Discussion in class (11.2%)
    b. Information provided (5.6%)
    c. Letter-of-Reference given (5.6%)
    d. Interviews setup (3.4%)
    e. Other (not specified) (11.2%)

Training Program

The program of training was evaluated by the students and the instructors. See Table IV-17, page IV-25 (Instructor), and Table IV-20, page IV-28. The average ratings for programs were:

Students - 3.24
Instructors - 3.62

There were several elements which received a score of 3.0 (average) or lower. These include:

1. 2.0 - Films/Visuals (student rating)
2. 2.7 - Films/Visuals (instructor rating)
3. 2.9 - Course length (student rating)
4. 3.0 - Lecture (student rating)

The survey staff concluded that the training program content and teaching techniques are adequate. The major factor supporting this conclusion are the high ratings in elements, such as:

1. Skills Training
2. Individualized Instruction
3. Vocationally Experienced Instructors
4. Demonstrations

SECTION VI

AVE MODEL

GENERAL

This section presents a model AVE (Adult Vocational Education) program. The model's purpose is to serve as "a standard for imitation or comparison" (Webster).

The section contains four parts. They are:

- General
- Desirable Components of an AVE Model
- Exemplary AVE Elements
- Recommended Procedure for Establishing a Model AVE Program

DESIRABLE COMPONENTS OF AN AVE MODEL

The components shown in Table VI-1 were identified by the survey staff as useful or necessary in implementing a model program.

EXEMPLARY AVE ELEMENTS

Exemplary elements were identified using the student response data (see Section IV). These identified elements, along with the location of the top scoring institutions are provided in Table IV-2.

Table VI-1
AVE MODEL COMPONENTS

STATE SUPPORT

1. Information. Data on:
   a. Careers
   b. New Approaches
   c. Funding Guide Lines
   d. Planning
2. Financial Aid
3. Training. How to:
   a. Mobilize Community Resources
   b. Teach Skills to Adults
   c. Counsel Adults
   d. Perform an AVE Needs Assessment
   e. Plan an AVE Program
   f. Evaluate an AVE Program

COMMUNITY SUPPORT

1. Mass Media
2. Local School Board
3. Chamber of Commerce
4. Jr. Chamber
5. Business Groups
6. Industrial Groups
7. Service Organizations
8. Trade Organizations
9. Trade Unions
10. Advisory Groups
11. Planning Groups
12. Local E.S. Office
13. Local Welfare Office
14. Local Human Resource Council
15. Business Schools

INSTITUTIONAL SUPPORT

1. Administrative Services
   a. Needs Assessments
   b. Forecasting
   c. Planning
   d. Curriculum Development
   e. Staff Recruiting
   f. Staff Development
   g. Facilities, Equipment & Supplies
   h. Scheduling (flexible)
2. Student Services
   a. Outreach - Advertising & P.R.
   b. Availability of Data/Personnel
   c. Simple Enrollment Procedure
   d. Pre-enrollment Counseling
   e. Vocational Counseling
   f. Job Placement or Referrals
3. Training Program
   a. Student Objectives (skill oriented)
   b. Lesson Plans
   c. Skill-Building Experiences
   d. Applicability to Work
   e. Individualized Instruction
   f. Evaluation Criteria for Non-credit Work

Table VI-2
SCHOOLS WITH EXEMPLARY AVE ELEMENTS

EXEMPLARY ELEMENT	INSTITUTION
Pre-enrollment Counseling	1. Galena School District #120, Franklin St., Galena, Il. 61036 2. Marshall School District #2C, 704 S. 6th St., Marshall, Il. 62441
Advertising of Course Offerings	1. Joppa School District #21, North Ave., Joppa, Il. 62953 2. Palatine School District #211, 1750 Roselle Rd., Palatine, Il. 60067
Instructor (Experienced and Trained)	1. Joppa School District #21, North Ave., Joppa, Il. 62953 2. Peoria School District #150, 3202 N. Wisconsin, Peoria, Il. 61603
Practical "Hands-on" Experience	1. Joppa School District #21, North Ave., Joppa, Il. 62953 2. Roberts Thawville-District #3, Roberts, Il. 60962
Discussions/Demonstrations/Question-Answer Periods	1. Palatine School District #211, 1750 Roselle Rd., Palatine, Il. 60067 2. Joliet School District #204, 201 E. Jefferson, Joliet, Il. 60432
Facilities, Equipment & Supplies	1. Peoria School District #150, 3202 N. Wisconsin, Peoria, Il. 61603 2. Joppa School District #21, North Ave., Joppa, Il. 62953
Training Program Organization	1. Joliet School District #204, 201 E. Jefferson, Joliet, Il. 60432 2. Peoria School District #150, 3202 N. Wisconsin, Peoria, Il. 61603
Class Schedules	1. Palatine School District #211, 1750 Roselle Rd., Palatine, Il. 60067 2. Loop City College, 64 E. Lake St., Chicago, Il. 60601
Program Length	1. Roberts Thawville-District #3, Roberts, Il. 60962 2. Thornton C.C.-District #510, 50 W. 162nd St., South Holland, Il. 60473
Work Application (Skills Training)	1. Peoria School District #150, 3202 N. Wisconsin, Peoria, Il. 61603 2. Joliet School District #204, 201 E. Jefferson, Joliet, Il. 60432

RECOMMENDED PROCEDURE FOR ESTABLISHING MODEL AVE PROGRAM

The following procedure is recommended for establishing a model adult vocational program. It is recommended that each step be covered, even if it is felt that the school has already covered them.

1. Review definition of "Adult Vocational Education".
2. Agree on policy concerning school involvement in AVE.
3. Prepare a list of AVE goals.
4. Identify an AVE Director. (Make sure he has the authority as well as the responsibility to complete the following steps.)
5. Prepare and publish measurable objectives for AVE.
6. Perform a Community Needs Assessment for AVE.
7. Document current AVE needs. Indicate specific skills shortages.
8. Forecast future AVE skills development needs.
9. Prepare AVE Plan for the community. It must consider:
    a. Current and future needs
    b. Developmental requirements
    c. Facilities, equipment and supplies
    d. Staff functions:
        (1) Administration
        (2) Curriculum development
        (3) Counseling
            (a) vocational (career and World-of-Work)
            (b) personal (self-awareness)
        (4) Teaching (vocational experiences)
        (5) Job placement and follow-up
    e. Curriculum planning guidelines
    f. Staff training (pre-service and in-service)
    g. Outreach and promotion
    h. Evaluation requirements
    i. Provisions for updating needs assessments
    j. Provision for modification of AVE Plan

10. Prepare implementation schedule.
11. Implement the AVE Plan per the schedule.
12. Evaluate progress toward objectives on a monthly basis.
13. Revise the AVE Plan each semester or school year.

SECTION VII

RECOMMENDATIONS

This section presents action recommendations. These recommendations were formulated by the survey staff based on information provided from the actual people involved in AVE (Adult Vocational Education).

RECOMMENDATION #1

Re-establish a formal definition of AVE (Adult Vocational Education). The definition must contain the three major elements which are:

1. non-credit
2. vocational in nature
3. not full-time students

It would aid the field if a minimum age could be established.

The following procedures are recommended:

1. Publish a brochure on AVE. Distribute it to all involved personnel:
   a. Advisory Council
   b. DVTE Staff
   c. DVTE Consultants
   d. Jr. College Board
   e. Secondary Schools
   f. Post-Secondary Schools
2. Include a discussion of the definitional concerns in major meetings at all levels.

3. Present definitional concerns in newsletters, articles, etc.

4. Provide a comprehensive AVE definition with the reimbursement forms package sent to schools.

5. Evaluate the effect of this effort by a small mail sampling. (The survey staff has a list of respondees, from which a sample could be selected.)

6. Follow-up as necessary.

RECOMMENDATION #2

Modify the reimbursement reporting system so that the actual number of AVE students can easily be determined. DVTE must, by law, report this number; however, the present system does not allow for an accurate unduplicated count.

RECOMMENDATION #3

Equalize geographical distribution of AVE. Three major areas of the state (see map, Figure IV-2, page IV-9) have no DVTE supported AVE. Field staff should encourage AVE development in these areas.

RECOMMENDATION #4

Some DVTE consultant resources are assigned by cluster. Since the cluster load is not distributed equally (see Table IV-11, page IV-18), the survey staff recommends that some alternative assignment plan, such as "shared-load", be investigated.

RECOMMENDATION #5

Investigate the feasibility of modifying the institutional reporting requirements for reimbursement. The following modification is recommended:

> Change the reporting basis from "student-contact-hour" to "equivalent-credit-hour."

If the above modification cannot be instituted, then:

1. Document, publish, and distribute course eligibility criteria to all schools.

2. Provide a method for follow-up to resolve cases of disagreement and conflict on eligibility.

RECOMMENDATION #6

Investigate the feasibility of publishing a "position-paper" on AVE staffing needs, as follows:

> It is recommended that school systems and administrators encourage use of vocationally-experienced personnel for teaching in specialized courses. These areas include:
>
> 1. Skills development courses, where the instructor will be expected to demonstrate the skills to the students.
>
> 2. Vocationally-oriented informational courses, where the instructor is expected to draw on acquired knowledge and experience for curriculum design and instruction.
>
> 3. Union support programs.
>
> While the benefits of using certified personnel should be recognized and considered, this requirement may, in DVTE's opinion, be waived in the areas of specialization listed above.

RECOMMENDATION #7

Provide state-level staff-development sessions for the following levels:

1. DVTE administrative personnel
2. DVTE field personnel (including consultants)
3. AVE Administrators
4. AVE Instructors

The staff development content should include:

1. Definition and philosophy of AVE.
2. Discussion of AVE model.
3. Factors which contribute to AVE student success.
4. Funding sources for AVE.
5. Planning and evaluating AVE.
6. Recruiting and evaluating AVE instructors.
7. Strengths and weaknesses of AVE student services.
8. Strengths and weaknesses of AVE Training Programs.
9. How to overcome the weaknesses in services and program content.
10. Sources of current occupational information.
11. New approaches in AVE.
12. DVTE's current method for providing technical assistance. (How do I get help when I need it?)

In addition, AVE instructors have requested help in:

1. Adult learning
2. Counseling (both vocational and academic)
3. Classroom planning (lesson plans for adults)
4. Use and availability of multi-media for vocational training
5. Evaluating AVE success (instruction and student performance)

RECOMMENDATION #8

Provide for continued development and implementation of the AVE model.

This survey used AVE student data to identify exemplary elements. Only 10 elements at nine schools were rated high enough (between average and good) to even be considered as exemplary. The AVE model presented in Section VI has a minimum of 20 elements; therefore, a minimum of 10 elements need developmental work. The data presented in this report provides an excellent base on which to develop and test the remaining elements.

RECOMMENDATION #9

Identify a specific DVTE unit and staff to become the responsible agent for AVE.

APPENDIX A

INITIAL DATA ACQUIRED FOR ANALYSIS
(LIST)

DATA ACQUIRED
FOR ANALYSIS

BOARD OF VOCATIONAL EDUCATION AND REHABILITATION, DVTE

DOCUMENTS PROVIDED BY RESEARCH AND DEVELOPMENT UNIT

A. Contractual Agreement (Proposal), September 4, 1972.

1. Objectives
2. Procedures

B. Organizational Structure, Illinois DVTE, 11/16/72.

C. A State Plan for the Administration of Vocational and Technical Education in Illinois, DVTE Bulletin No. 3-972, Fiscal Year 1973.

D. Innovation in Illinois - A Successful Local State and Federal Partnership in Vocational Education, DVTE, September, 1969.

E. Guidelines and Format, Preparing a Local District One and Five Year Plan for Vocational and Technical Education, DVTE Bulletin No. 3-972.

F. Annual Evaluation Report - FY1972 - State of Illinois Advisory Council on Vocational Education, December, 1972.

G. Review of Funding of Regular Program Operations - FY1969 - FY1972, DVTE, November, 1972.

H. Examination of Patterns of Career Training by Levels for Program and Population Duplication in Illinois - State Advisory Council, December, 1972.

I. Directory of Illinois Schools - OSPI, 1971-1972.

J. Occupational Education: 1972-1973 Directory -- Illinois Public Community Colleges and Institutes, DVTE Bulletin No 26-972.

K. The Illinois Public Junior College System - Critical Problems of Community Colleges, Illinois Economic and Fiscal Commission.

L. Counseling and Job Coordination for the Under-Educated Adult - Project #00062-D9. State Board of Vocational Education. June 30, 1969.

M. Evaluation Report of the Occupational Education Program - Brown County Community Unit District #1, October 2 - 5, 1972.

DOCUMENTS PROVIDED BY FISCAL AND STATISTICAL UNIT

A. Vocational Education in Illinois - Annual Reports DVTE (6 years provided - 1965 to 1971).

B. Adult Vocational Education Processing Forms

1. Application for Reimbursement Certification.
2. Payment Voucher.

C. Computer Printout (all categories), 1972.

D. Computer Printout (Adult Voc Ed. only), 1972.

E. Report on Funding -- Philosophy and Procedures 72/73, DVTE. undated.

DOCUMENTS PROVIDED BY SPECIAL PROGRAMS UNIT

A. Brochure: Area Center - An Extension of Each Participating School. DVTE Bulletin No. 6-1171, undated.

B. Brochure: Demonstration Programs - School Leavers, DVTE, undated.

C. Brochure: Consumer and Homemaking Education, DVTE, undated.

D. Article: Help For the Low-Income Family, Illinois Career Education Journal, Spring, 1972.

E. Memo: Consumer and Homemaking Education for Low-Income Families, Grant Objectives and Program Description.

DOCUMENT PROVIDED BY PROFESSIONAL AND CURRICULUM DEVELOPMENT UNIT

A Research Model for Curriculum Development, DVTE Bulletin No. 10-670, 1970.

DATA PROVIDED BY OCCUPATIONAL CONSULTANTS UNIT

Notes taken at 1/4/73 meeting with:

G. Donavon Coil - AGRICULTURE
Mary Lou Shea - HEALTH
Robert O. Metzger - INDUSTRIAL
Jack O. Williams - PERSONAL & PUBLIC SERVICE

ILLINOIS JUNIOR COLLEGE BOARD

A. Illinois Public Junior College Act - Reprinted from Illinois Revised Statutes, 1971, State Bar Association Edition (Chapter 122, Sections 101-1 to 108-2).

B. Evaluation Standards - Illinois Junior College Board, 1970.

C. The NOW Colleges in Illinois, The Illinois Junior College Board, January, 1972.

OTHER SOURCES OF DATA

A. Public Law 90-576: Vocational Education Amendments of 1968.

B. Book: Education for Saleable Skills, The College Blue Book (NASSP), 1966.

C. Periodical Article: Youth, Money and Work by Alice Widner, published in USA, November 15, 1972.

D. News Release from AVA Conference, December 2, 1972.

E. Interview notes:

1. Elgin Community College Visitation (2)
2. McHenry Community College (2)

APPENDIX B

DATA COLLECTION INSTRUMENTS

1. Administrator (Non-Participant Jr. College: Did not claim reimbursement)
2. Administrator (DVTE Participant)
3. Instructors
4. Student (Secondary)
5. Student (Post-Secondary)
6. Administrator Interview Schedule

NON-PARTICIPANT
JR. COLLEGE

QUESTIONNAIRE TO ADMINISTRATORS OF VOCATIONAL EDUCATION PROGRAMS

A state-wide survey of DVTE funded Adult Vocational Education is underway. Please help us at this time by answering the following questions.

PLEASE NOTE THAT YOUR INSTITUTION DID NOT RECEIVE REIMBURSEMENT FROM DVTE IN 1972 FOR ADULT VOCATIONAL EDUCATION

Institution Name_____

Address_____ Phone_____

Your Name_____ Title_____

A. How does your school define ADULT VOCATIONAL EDUCATION?

B. Has your school ever provided Adult Vocational Education?
(circle one) YES/NO

C. Does your school now offer Adult Vocational Education?
(circle one) YES/NO

D. Our 1972 records show that your school did NOT apply for Adult Voc. Ed. reimbursement on page 7 of the DVTE Voucher. Is this correct?
(circle one) YES/NO

If the answer to D was YES, please complete the other side of this questionnaire. If "NO", please return form "as is."

E. Please state, in order of importance, the reasons why your school did not apply for Adult Voc. Ed. reimbursement.

F. Funds for Adult Voc. Ed. are made available on a "student-contact-hour" basis.

a. What are the major problems in this system of funding?

b. In your opinion, does this system provide the necessary funds for development of vocational training opportunities for adults?

G. If funds were made available on an "equivalent-credit" basis rather than a "contact-hour" basis, would your institution be more likely to apply for them?

(circle one) YES/NO

H. Please indicate, in order of importance, any problems in working with the DVTE staff.

ADMINISTRATOR
PARTICIPANT

QUESTIONNAIRE
ON
ADULT VOCATIONAL PROGRAMS

A state-wide survey of DVTE funded Adult Vocational Education Programs is underway. Please help us at this time by answering the following questions.

Institution Name_____

Address_____ Phone_____

Your Name_____ Title_____

A. How does your school define ADULT VOCATIONAL EDUCATION?

B. Funds for Adult Voc. Ed. are made available on a "student-contact-hour" basis.

1. What are the major problems in this system of funding?

2. In your opinion, does this payment system provide the necessary funds for development of vocational skills for adults?

(circle one) YES/NO

3. What reimbursement format would work best for your school?

C. Please indicate, in order of importance, any problems in working with the DVTE staff.

ADMINISTRATOR
PARTICIPANT

This part of the questionnaire deals with SERVICES you offer. Please respond using the numbered scale below.

REMEMBER
RESPOND FOR ADULT VOC. ED. ONLY

If other services are provided, please indicate.

5. EXCELLENT: Always Provided
4. GOOD: Could Have Been Supplemented
3. AVERAGE: Acceptable
2. POOR & INSUFFICIENT
1. NOT PROVIDED, or not used

	Answer
D. OUTREACH	
Newspaper promotion	_____
Radio/TV promotion	_____
Visits to other schools	_____
Catalog to local libraries	_____
Other (specify) _____	_____
E. COUNSELING	
New adult students	_____
Re-registering adults	_____
Placement services (help in choosing courses)	_____
Other (specify) _____	_____
F. TESTING	
New adult students	_____
Re-registering adult students	_____
Placement in "Readiness" courses	_____
Other (specify) _____	_____
G. JOB PLACEMENT	
Information to students	_____
Information to employers	_____
Information to employment service	_____
Interviews and appointments established	_____
Other (specify) _____	_____
H. FOLLOW-UP	
Former adult students	_____
Course content evaluation	_____
Other (specify) _____	_____

This part of the questionnaire deals with course content and relevance.

I. How does the school decide the trades, skills or occupations to offer as non-credit courses?

J. What actions are taken to assure development of "employable" skills in Adult Voc. Ed.?

K. How could your school improve its ability to develop and deliver relevant non-credit occupational courses which develop "employable" skills?

L. Comments/Remarks

School_____
Cluster_____
Course_____
_____

INSTRUCTORS
BOTH

QUESTIONNAIRE
FOR
ADULT VOCATIONAL EDUCATION COURSES

A state-wide survey of Adult Vocational Education is underway. Please help us in this effort by placing the NUMBER corresponding to your answer provided in the answer column.

GENERAL INFORMATION

A. Your age (enter number of years) A._____

B. Sex 1. Male 2. Female B._____

C. Ethnic Group 1. Minority 2. Majority C._____

D. Formal Education Level (no. of grades completed) D._____

E. Years of work experience in area taught E._____

F. Years of supervisory experience in area taught F._____

G. Years of teaching experinece G._____

COURSE INFORMATION

Rate the subjects below, using the following scale:

5. EXCELLENT: Always Used
4. GOOD: Could Be Improved
3. AVERAGE: Acceptable
2. POOR: Insufficient
1. NOT AVAILABLE: Not Used

H. Outreach (Advertising & Promotion of Courses) H._____

I. Administrative support (Planning & Scheduling I._____

J. Counseling support (Screening of Enrollees) J._____

K. Facilities, equipment and supplies K._____

L. Length of course L._____

M. Course content guides or lesson plans M._____

N. Student job placement or referrals to employers N._____

INSTRUCTORS
BOTH

O. What teaching techniques are used in your program? Please use the following rating scale:

5. EXCELLENT: Always Used
4. GOOD: Could be Improved
3. AVERAGE: Acceptable
2. POOR: Insufficient
1. NOT AVAILABLE: Not Used

	Answer
a. Class lectures	a._____
b. Class demonstrations	b._____
c. Films/visual aids	c._____
d. Small group sessions	d._____
e. Individualized instruction	e._____
f. Practical "hands-on" experiences	f._____

P. How actively involved are you in placement of your students?

Q. Please state, in order of importance, the problems which <u>hinder student success</u> in job/skill training.

R. Please state, in order of importance, the factors which <u>contribute to student success</u> in job/skill training.

S. In your opinion, could the State Division of Vocational and Technical Education do anything which would increase the effectiveness or scope of your vocational training?

(circle one) YES/NO

If yes, what?

School_____
Cluster_____
Course_____
_____

STUDENTS
SECONDARY SCHOOL

QUESTIONNAIRE
FOR
ADULT VOCATIONAL EDUCATION COURSES

A state-wide survey of Adult Vocational Education is underway. Please help us by placing the number corresponding to your answer provided in the answer column.

GENERAL INFORMATION — Answer

A. Your age
1. under 18
2. 18 - 20
3. 21 - 25
4. 26 - 30
5. 31 - 40
6. 41 - 50
7. 51 - 60
8. over 60
A._____

B. Sex — 1. Male 2. Female — B._____

C. Ethnic group — 1. Minority 2. Majority — C._____

D. School grade completed (please enter number: e.g. high school grad = 12) — D._____

E. Years of work experience in course field (please enter number) — E._____

F. How many adult courses are you now taking? (enter number) — F._____

G. Were you employed when you enrolled in this course?
1. Yes 2. No — G._____

H. Do you plan on changing jobs when the course is over?
1. Yes 2. No — H._____

I. Will this course enable you to make more money?
1. Yes 2. No — I._____

J. Do you think you would get better training at a Junior College?
1. Yes 2. No — J._____

STUDENTS
SECONDARY SCHOOL

Rate the relative value of the schools services and program, using the following scale.

5. EXCELLENT
4. GOOD: Could Have Been Supplemented
3. AVERAGE: Acceptable
2. POOR AND INSUFFICIENT
1. NOT AVAILABLE
0. DID NOT USE; NOT APPLICABLE

SUPPORT SERVICES

K. Advertising of course offerings K._____

L. Availability of course catalogs L._____

M. Visit with a counselor or teacher before enrollment M._____

N. Vocational counseling (help choosing the course) N._____

O. Testing before enrollment O._____

P. Job placement or referrals to employers P._____

TRAINING PROGRAM

Q. Organization of training program Q._____

R. Length of training program (no. of hours & weeks) R._____

S. Class schedule (starting date, time of day, etc.) S._____

T. Lectures T._____

U. Discussions/demonstrations/question-answer periods U._____

V. Films/visual aids V._____

W. Practical "hands-on" experiences W._____

X. Instructor was experienced in field X._____

Y. Application to the <u>real</u> working world Y._____

Z. Facilities, equipment and supplies Z._____

School_____
Cluster_____
Course_____
_____

STUDENTS
Jr. College

QUESTIONNAIRE
FOR
ADULT VOCATIONAL EDUCATION COURSES

A state-wide survey of Adult Vocational Education is underway. Please help us by placing the NUMBER corresponding to your answer in the ANSWER COLUMN.

GENERAL INFORMATION				Answer
A. Your age	1. under 18 2. 18 - 20 3. 21 - 25 4. 26 - 30	5. 31 - 40 6. 41 - 50 7. 51 - 60 8. over 60		A._____
B. Sex	1. Male	2. Female		B._____
C. Ethnic group	1. Minority	2. Majority		C._____
D. School grade completed (enter number e.g. high school grad = 12)				D._____
E. Years of work experience (enter number)				E._____
F. How many courses are you now taking? (enter number)				F._____
G. Are you working toward a degree or certificate?	1. Yes	2. No		G._____
H. Were you employed when you enrolled in this course?	1. Yes	2. No		H._____
I. Do you plan on getting a new job when you complete this course?	1. Yes	2. No		I._____
J. Will this course enable you to make more money?	1. Yes	2. No		J._____
K. Do you think you would get better training at a High School or a Technical School rather than a Jr. College?	1. Yes	2. No		K._____

REMEMBER:
AVE ONLY

SECONDARY/
POST-SECONDARY
Circle

ADMINISTRATOR INTERVIEW SCHEDULE
AVE (Adult Vocational Ed.)

SCHOOL NAME_____ DATE_____

ADMINISTRATOR_____

TITLE_____

QUESTION	SRC REMARKS
1. Will you provide us with: a. assistance in distributing and gathering questionnaires (by class)? YES/NO b. catalog listing Adult Voc. Ed. courses? YES/NO c. fee information on AVE courses? YES/NO d. AVE student profile data? YES/NO e. AVE student dropout rate? YES/NO	$100.00 honorarium available (if necessary)
2. What is your enrollment procedure for AVE students?	Does it include: a. counseling? b. testing? c. placement?
3. Is an Outreach Program used for AVE? YES/NO/LIMITED If yes, how is the effectiveness determined?	
4. Are Counseling Services provided to all AVE students? YES/NO/LIMITED If yes, how is the effectiveness determined?	

5. Are placement services provided to all AVE students? YES/NO/LIMITED If yes, how is effectiveness determined?

6. What procedures are used to establish course content?

7. How are instructors selected for AVE?

8. Can you identify specific factors which promote AVE enrollee success?

9. Can you identify specific factors which inhibit AVE enrollee success?

10. What techniques do you employ to assure AVE enrollee success?

11. What would happen if:
    a. DVTE reimbursed on a credit-hour (equivalent) rather than a student-contact-hour basis?

    b. DVTE did not reimburse your school for adult non-credit courses?

12. Do you have any general comments, suggestions, or recommendations for the Survey?

Rate the relative value of the schools services and program, using the following scale.

5. EXCELLENT
4. GOOD: Could Have Been Supplemented
3. AVERAGE: Acceptable
2. POOR AND INSUFFICIENT
1. NOT AVAILABLE
0. DID NOT USE

SUPPORT SERVICES

L. Advertising of course offerings L._____

M. Availability of course catalogs M._____

N. Visit with a counselor or teacher before enrollment N._____

O. Vocational counseling (help choosing the ccurse) O._____

P. Testing before enrollment P._____

Q. Job placement or referrals to employers Q._____

TRAINING PROGRAM

R. Organization of training program R._____

S. Length of training program S._____

T. Class schedule T._____

U. Discussions/demonstrations/question-answer periods U._____

V. Lectures V._____

W. Films/visual aids W._____

X. Practical "hands-on" experiences X._____

Y. Instructor was experienced in field Y._____

Z. Application to the real working world Z._____

AA. Facilities, equipment and supplies AA._____